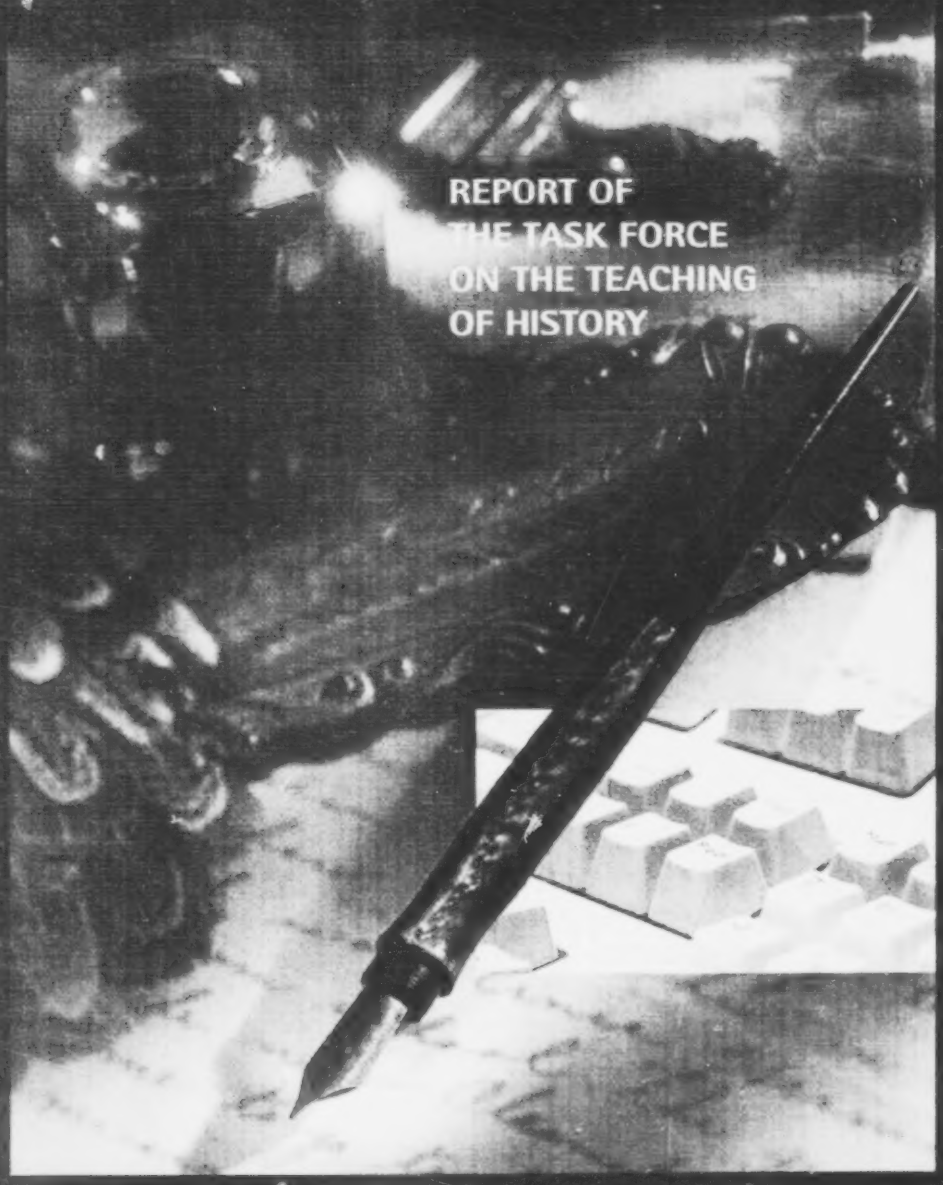
Learning from the past



REPORT OF
THE TASK FORCE
ON THE TEACHING
OF HISTORY

Québec

Learning from the past

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OF HISTORY

QUÉBEC

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May 10, 1996

The Honorable Pauline Marois
Minister of Education
1035, rue De La Chevrotière
Édifice Marie-Guyart, 16e étage
Québec (Québec) G1R 5A5

Dear Madam Minister:

It is with great pleasure that we, the members of the Task Force on the Teaching of History, submit our report in accordance with the mandate assigned by your predecessor, Jean Garon, in October 1995.

The large number of briefs submitted by various organizations, the level of attendance at the public hearings, and the inquiries received at all stages of our work strongly suggest that the improvement of history teaching at the elementary, secondary and college levels and of the training of history teachers is of great interest to the population at large.

Sincerely,

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BACKGROUND

On October 18, 1995, Jean Garon, then Minister of Education of Québec, announced the establishment of a Task Force on the Teaching of History. The Minister stated that, during the public hearings held as part of the Estates General on Education, many people had expressed concerns about the current situation of history teaching and had requested improvements. The goal of the Task Force was thus to "return national and world history to its rightful place as a fundamental discipline in the education of young people in Québec."

The Task Force's mandate was to:

- provide an overview of how history is taught in Québec and in other countries, particularly in the United States, France, Italy and the United Kingdom;
- define the general objectives and content of the history programs that should be taught at each level of education;
- determine which programs should be compulsory;
- indicate which skills and qualifications should be required of history teachers.

Historian Jacques Lacoursière was asked to chair the Task Force on the Teaching of History.

The Task Force included 12 other members, appointed in a personal capacity:

- Susan T. Anastasopoulos, history teacher at Marianopolis College;
- Louise Charpentier, secondary school history teacher at the Commission scolaire Chomedey de Laval;
- Joanne Côté, secondary school history teacher at the Collège de Lévis;
- Louise Hallé, elementary school teacher at the Commission scolaire des Chutes-de-la-Chaudière;
- Marius Langlois, coordinator for social studies programs at the Direction de la formation générale des jeunes of the ministère de l'Éducation du Québec (MEQ), who acted as the Task Force's secretary;
- Christian Laville, professor of history didactics at Université Laval;
- Francine Lelièvre, director general of the Montreal Museum of Archaeology and History;

- Marcel Masse,[1] administrator;
- Danielle Nepveu, history teacher at Cégep André-Laurendeau;
- Michel Noël, coordinator for Native affairs at the ministère de la Culture et des Communications;
- Jean Provencher, historian;[2]
- Brian Young, professor of history at McGill University.

The Task Force held 15 meetings over 21 days.

On November 24, 1995, the Task Force placed advertisements in six newspapers inviting individuals and organizations with an interest in the teaching of history to submit briefs before December 22, 1995. A list of briefs received is given in Appendix 1.

Three days of public hearings were held, two in Montréal and one in Québec. A total of eight individuals and 24 organizations were heard. These are listed in Appendix 2.

Task Force members met with MEQ specialists to discuss specific aspects of history teaching, such as the history programs in the adult sector (general education), the social sciences program at the college level, the current situation of history teaching in the anglophone and Native communities and in multicultural settings, and the compulsory examination in the history of Québec and Canada.

Given their particular interest in history teaching in multicultural settings, Task Force members met with a specialist from the ministère de l'Immigration et des Communautés culturelles and a teacher of the history of Québec and Canada in a school with students from over 70 national backgrounds.

1. Marcel Masse resigned on December 20, 1995. He was replaced by Denis Vaugeois.
2. Jean Provencher resigned on November 20, 1995.

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> Only barbarians feel no curiosity about the sources of their own forms of life and civilization, their place in the world order as determined by the antecedent experiences of their ancestors . . . what they have done, . . . the consequences of their activities, . . . the nature of the interplay between these activities, . . . their hopes and fears and goals . . .
>
> Isaiah Berlin, *The Crooked Timber of Humanity*

INTRODUCTION

It should come as no surprise that the teaching of history in Québec is being called into question. The phenomenon can be observed in many other countries around the world — some go so far as to posit a crisis — and can probably to traced to the very nature of history and the way in which it is taught.

History is centred in the present in the sense that the starting point for historians, as they explore the past to shed light on the present, is the state of their own society. When the present changes, the questions asked about the past also change, since new phenomena have to be understood. History is therefore both this process of asking questions about the past and the ever-changing product of this process. The brief presented by the faculty of the Université Laval history department underlined this essential characteristic of history: "It must be stressed, emphatically, that *history is not a given, but a construct*. Neither history nor the past exist as a single state, definitive and unmoving. History cannot be reduced to a cumulative science. It must be constantly renewed to reflect current concerns. In order to have meaning, history must be relevant to the present time; its relevance is fundamental, the fruit of freely directed research, and is gratuitous only in appearance. Historians, and the history they produce, are firmly grounded in their own era."[1]

The same holds true of history as it is taught. Learning history is a process of understanding the present and of enabling students to understand the changing "presents" they will experience. The teaching of history, probably more than that of any other subject, must therefore be renewed constantly. In other fields, this is unnecessary, or at least not as necessary: in geometry and physics, for example, some knowledge is very stable. The square of the hypotenuse of a right-angled triangle will always equal the sum of the squares of the other two sides, just as an object plunged into a body of liquid will always encounter an upward thrust equal to the weight of liquid displaced. In history, on the other hand, the answers of yesterday's society are sometimes no longer those opted for by contemporary society.

Society — Québec, Canada, the Western world and indeed, the planet — has undergone profound change since the current history programs were first drafted. Let us turn to some examples.

In demographic terms, the population of Québec has been enriched by communities from around the world. Today, 11 percent of Québec's population can be traced to recent immigration from over a hundred different cul-

1 "Le sens du passé" (Brief submitted by the Department of History of Université Laval, December 22, 1995), p. 6. [Italics in original.] Quotations from this brief and all other works whose titles are given in French in the text or footnotes are translations.

tural communities.[2] Currently, 18 percent of Montrealers were born outside Québec. The heterogeneity of the general population has increased, as reflected in many schools in Montréal and elsewhere.

Other factors accentuate this diversity. Entire segments of the population, formerly ignored or unnoticed, are claiming a place and importance in society. This is the case for women, who despite being in the majority were often treated like a marginal group, and Native peoples, whose past and present contributions to society and claims are more and more frequently being brought to our attention. In addition, groups defined by age, shared interests, or occupations are pressing their specific identity; a diversity of points of view and goals are a feature of our increasingly pluralistic society. Coexistence, in a climate of mutual understanding and respect for differences, has become an important challenge.

In the social and economic domain, both principle and structure are up for debate everywhere. Issues include the globalization of production and trade, the withdrawal of the State, worrisome public debt, the precarious nature of employment, growing poverty, the erosion of the social safety net, and so on. The economic and social world that served as the backdrop to current history programs has disappeared.

The basic values of our society have also changed. Human rights have come to the fore, the concept of progress has lost ground, moral standards have evolved, "New Age" concepts have gained acceptance, public confidence in politicians has plummeted, and traditional institutions such as the family have been undermined.

Values have changed even in the education system. Equal opportunity, the idea of success, and the constituent elements of a common school culture are now being discussed. Both the principles and applications of the teaching methods that prevailed 20 years ago, when the current programs were in gestation, are being reconsidered.

On the international scene, changes have also been substantial. Current events follow hard on one another, and apparently stable situations have disintegrated in the space of a few months. One example is the dismantling of the Soviet Union and the resulting upheaval. One cannot help but feel lost when looking at the map of the world from the early 1980s. The news media present phenomena that are difficult to comprehend: fratricidal wars in Bosnia and Rwanda, the rise in religious fundamentalism, the redefining of North-South relationships... A new world order is taking the place of an order we thought would last forever.

Globalization — economic, social, informational and cultural — has become a characteristic trait of our society. Worldwide communication via the Internet, for example, has become a daily routine for many people. Who

2. Ministère des Communautés culturelles et de l'Immigration. *Profil des communautés culturelles du Québec* (Québec, 1995), p. ix.

would have imagined it when the current history programs were being drafted? At that time, personal computers seemed to be a vision from the future! Two decades ago, the global village described by the philosopher McLuhan was still in the realm of the imagination, but has now become a reality. This global village involves peoples, cultures, values, goals and issues which must be studied and understood.

Does this description of today's society give the impression that it is highly complex? It would be a true impression. Our society has become complex, and it is becoming ever more so at an increasingly rapid rate. The concept of accelerating history has never been more appropriate, which is why both history and history teaching have never been more important. The more complex society becomes, the more we must rely on the study of history to understand its present, and ultimately, to participate, as responsible citizens in a democracy, in defining its future.

This is the main role of the study of history: learning from the past, as the title of this report invites us to, in order to better live in the present and prepare for the future. We shall now examine how the teaching of history is able to fulfil this role.

History is a form of social education. History is a form of culture. Both are related.

History is a form of social education in the sense that it helps us to know and understand the society in which we live; it encourages the development of a healthy participatory democracy.

History allows us to acquire knowledge that constitutes the foundation of social literacy. The culture of every society includes a widely shared base of information. The process of becoming socially literate involves mastering a certain number of common historical reference points that are signposts to understanding current events, public affairs, and social issues. Without these reference points, individuals risk being marginalized. It is hard to imagine, for example, that a person could remain unaware of the two World Wars, the principles underlying the French Revolution, or the evolution of the Canadian Confederation. Simply put, history is an indispensable element of culture.

History also helps us to understand, to grasp the complex causal relationships linking events, to distinguish between the lasting and the transient, to separate the accessory from the essential. History helps us to break down current events to uncover underlying trends. It is through history that we understand the mechanisms of change and continuity, and the many ways in which problems are posed and resolved in society. We learn to recognize and weigh the different interests, beliefs, experiences and circumstances that guide human beings inside and outside their own societies, in the past and in the present. History enables us to understand how such interests, beliefs and experiences drive human beings to construct knowledge, and makes us aware of the value of knowledge and of its relative nature.

History helps us to master the relativity of knowledge by demonstrating how knowledge is constructed, and by teaching us to experience and understand on our own terms. The teaching of history is intended to provide us with what is often called "historical thinking," a specific way of dealing with problems, comprehending their outline and placing them in perspective, and of collecting and analyzing appropriate data in order to assess, summarize and interpret them and draw conclusions. Besides teaching us how to evaluate constructed knowledge, history shows us how to construct new knowledge, methodically. The past is thus not a prison. As Fernand Dumont put it so succinctly, almost 30 years ago, history "reminds all human beings that they are free to both *read* their history and *make* it as well."[3] Armed with this training, students are able to construct their own historical knowledge according to their own needs or the needs of their group, in a manner that fully reflects the composition of their own identities.

The contribution made by history to the structuring of our identity is one of its most important effects, especially in a society as diversified as ours. Both personal and collective identities are, at various levels, defined on the basis of origins. Where do we come from? What is our lineage? Identity is also defined in contrast to neighbouring identities, similarly structured by the past but sometimes in a different way. From our awareness and understanding of our origins and differences springs our personal, deliberate and considered identity, which enables us to distinguish ourselves from other possible identities, to specify the social space to which we belong and our social ties, and to clarify our preferences and attachments. Where similar individual identities meet, collective identities are developed and reinforced, more reasoned than spontaneous, and therefore better anchored, firmer, and richer. This is, in particular, what is meant by history being a form of cultural education.

Lastly, and obviously, history is a form of civic education. The composition of society, societal rules and relationships and how they are formed, and the principles, rules and institutions governing the operation of society, are all taught by history. Because the methods and operations of historical thought are substantially the same as those used in making reasoned personal decisions and in making a contribution to collective decisions at whatever level of life in society, history is a form of civic education. This function is especially important in a democracy, if it is true to state that democracy is founded on the enlightened and effective participation of all. Without the knowledge and the ability to observe and understand, described earlier, proper participation is an illusion, and citizens are unable to draw an independent and reasoned conclusion about the facts under examination, or make a lucid judgement about social issues, invariably presented in the form of a choice. Such civic education is another aspect of the way in which the teaching of history ensures social literacy.

3. "La fonction sociale de l'histoire," *Histoire sociale*, no. 4 (November 1969), p. 16. [Italics in original.]

Can any modern, democratic society afford not to take full advantage of the education provided by history? Is it not true to say that Québec society, in light of its recent evolution, stands more in need than ever before of the social and cultural education provided by the study of history? In the eyes of many, this education has been neglected in recent years and has not adequately met its objectives. The briefs and submissions received by the Task Force are clear evidence of this, as is the very existence of the Task Force and its mandate.

The aim of this report is, first, to describe the current situation of history teaching in Québec and, second, to recommend ways of improving it.

The first chapter begins with a brief historical overview, followed by a factual description of the current situation.

The second chapter examines history teaching in seven different countries in order to define a basis for comparison with the Québec system. In other countries too, the teaching of history is being reexamined and forced to adapt to new realities. In general, though, history teaching receives more attention elsewhere than it does in Québec.

In the third chapter, the specific problems facing history teachers at the elementary, secondary and college levels are analyzed individually. The way in which program objectives are set is examined, and teaching resources such as textbooks, audiovisual materials and school libraries are discussed.

The fourth chapter examines the question of teacher training. The fact that many history teachers lack sufficient qualifications in history could be one of the reasons behind the difficulties currently experienced.

Lastly, since history represents much more than just an academic subject, a short fifth chapter deals with history as it is taught outside schools, especially in museums and at historic sites.

The recommendations made in each of the last three chapters are brought together at the end of the report to allow them to be considered side-by-side.

The members of the Task Force are confident that their recommendations will bring about improvement in the teaching of history in Québec and, as a result, in the historical and social skills of young Quebecers. While keeping in mind economic realities, the Task Force is pleased to come forward with proposals for change.

CHAPTER I

HISTORY TEACHING IN QUÉBEC

This chapter contains a description of the current situation of history teaching in Québec, preceded by a brief historical overview of the changes that have occurred since the years before the Parent Report.

A. History Programs since the Quiet Revolution

The implementation of the recommendations of the Royal Commission of Inquiry on Education in the Province of Québec, set up in 1961 and better known as the Parent Commission, marked a turning point in the development of history programs in Québec. Until that time, each of the three sectors of education, namely the French Catholic, English Catholic and Protestant sectors, had its own programs, based on a specific set of guidelines and objectives. Almost 20 years were to elapse following the publication of the Parent Report before joint history programs were introduced in the early 1980s; these programs are essentially still in use.

It is worth recalling how fundamental the changes have been. In 1959, in the French Catholic sector, the elementary school history program, called *Histoire du Canada* (History of Canada), presented Grade 1 to Grade 5 classes with a series of "historically-based" tableaux of missionaries, martyrs, explorers, major figures, settlers, etc. Then, in Grades 6 and 7, a chronological account of history stressed "the distinctive traits that have shaped the specific outline and the characteristics of our history: the apostolic and national goals pursued by the explorers, founders and administrators of our country; the purity of our French-Canadian origins; the religious, moral, heroic and idealistic character of our ancestors; the constant striving against hardship; and the visible protection of Divine Providence in the survival of our nationality."

The program was, in fact, nothing more than religious education combined with civic and patriotic education. The stated goal, at the time, was to "ensure that the program provides a true lesson in national values, one that will develop, in all our students, a feeling of legitimate pride in being able to call themselves citizens of Canada." The main emphasis was on the period of New France.

At the secondary level, the program drawn up in 1961 included a course in general history and a course in the history of Canada. The objectives of the first course were to enlarge students' horizons, to illustrate the "preponderant role played by the Church in the development of our civilization" and, among other goals, to "contribute toward students' moral instruction by developing a sense of social values, a feeling of solidarity with their fellow beings, and a love of the Church." Each course had to be "a living illustration of morals in action." The Grade 11 history of Canada course, *La civilisation catholique et française au Canada* (Catholic and French Civilization in Canada), was also deeply apologetic.

A different program was followed in elementary schools in the English Catholic sector. Under the general label of social studies, Grade 1 students learned about "The Family as a Social Unit," and Grade 2 students were introduced to "Workers in the Community and their Occupations." In Grade 3, the subjects presented in the two previous years were studied in greater depth, and in Grade 4, the program focused on the Amerindians, explorers and the early history of New France. In Grades 5, 6 and 7, the history of Canada was studied in chronological sequence.

In the first three years of high school, students were taught about the history of Antiquity and the Middle Ages, the history of Great Britain from the Norman Conquest to the Reformation, and the history of Canada from the discovery of America to the atomic age, with an emphasis, in the last stage, on the development of democracy in Canada. In the last year of high school, the program was based on the history of the Western world since 1500.

The Protestant sector had its own history programs, except for the Grade 1, 2 and 3 program which it shared with the English Catholic sector. In Grade 4, social studies disappeared from the curriculum and was replaced by the history of Canada in Grades 5 and 6. The program stressed the importance of establishing links between history and geography. In Grades 7 and 8, students learned the history of the British Empire. In Grade 9, they went back over the Grade 5 and 6 program in more detail, and other subjects, such as the development of democracy in Canada, were introduced. In Grades 10 and 11, students studied world history, from the origins until the present day, with a break in 1648, the year Cromwell took power in England. The history of Canada reappeared in Grade 12, based on three main themes: the development of Canada, its government, and Canada's relations with the rest of the world (Great Britain, the Commonwealth, the United States and international organizations).

The members of the Parent Commission deplored the lack of uniformity in history programs:

> The teaching of history in the Province of Quebec has been the object of many criticisms. One of the main problems is the separation between the Protestant element, mainly English speaking, and the Catholic element, in majority French speaking. If history is a science aiming at an objective interpretation, it is difficult to understand why it is taught from two

> extremely different perspectives, as is actually the case. At the level of the programmes of general history, such a great difference is hardly justified: ancient history, the history of the Middle Ages, of Europe and of the World, of the American continents, of the United States — all of these should be the same for the French and English-speaking students of Quebec. As for the history of Canada, it is understandable that the French students study in greater detail the French regime, and the English students the events since 1760. But both groups have everything to gain from a good knowledge of the whole history of Canada, and the main lines of the programme could be the same for all.

The Parent report recommended that history be dissociated from patriotic justification: "the first aim in the teaching of history is not the development of a civic, patriotic or religious conscience. This confusion can only be harmful to history, to patriotism and to religion. The teaching of history aims to develop the human mind by the objective and honest study of the past, based on documents."

In addition, the Commission recommended that the conception of history be enlarged to include economic conditions, the history of art, the history of the social classes, the history of ideas and of social behaviour patterns, and the evolution of cultures, and that the programs be similarly enlarged.

> A balanced programme should also cover the history of modern Canada, of England, of the United States. Also attention should be given to the development of the other European civilizations as well as to the rich and ancient civilizations of Asia, and the recent evolution of the African countries should be studied. However, this should be directed to a study of the major currents of civilization and art rather than the listing of wars and dynasties.

Existing programs were modified following the publication of the Parent Report. The 1967 program outline, for instance, covered the social studies rather than history, geography, sociology and so on.

In 1966, the MEQ published a methodological guide to the teaching of history[1] to interpret the Grade 11 course (now called *La civilisation française et catholique au Canada* instead of *La civilisation catholique et française au Canada*). The guide was "not intended by its authors to be a permanent document; it is based on the current programs, and is designed to guide the work of teachers during the 1966-67 school year." In a new edition, published two years later, the authors took the opportunity to denounce the situation of history teaching in Québec:

> If the space allotted to the teaching of history in the secondary school curriculum were to be compared on a planetary scale, we would be at the very bottom of the list, with one period per week devoted to history in Grades 10 and 11 of the science option. Within Québec, curiously enough, the English sector outdistances us, with an average of three to

1. Ministère de l'Éducation. *Guide méthodologique pour l'enseignement de l'histoire* (Québec, 1966).

> five periods per week at the same level. We have no hesitation in declaring a state of emergency and until a real reform is implemented, by which we mean the reform of programs and not just bus schedules, we have suggested a limited number of themes corresponding to the limited time made available to the history teacher — where there is a history teacher, that is!

The suggested themes bore no resemblance to the former "nationalistic-religious" course and were closer to the academic historiography of the time, showing a clear concern for the development of a capacity for intellectual criticism.

Two years later, following the events of October 1970, the course was once again adapted and renamed *Histoire du Canada 41*. The syllabus was "not a new program, but a synthesis of the elements of Canadian history that are found in official documents." In this new version, missionaries and the Church were relegated to the background. The emphasis was placed on event-based history, especially that of the 20th century, and political and constitutional history was very much in the foreground. Teachers, however, expressed serious misgivings about the course.

In the same year, the MEQ published a circular entitled *New Orientation Proposed for the Teaching of the Social Sciences in Elementary School*, which required schools that had ceased to include social sciences in their curriculum to reschedule it from September 1971. "Although the application of the 1959 programmes (Programmes for English Catholic and French Catholic schools) and the 1965 programme (Programme for English Protestant schools) [remains in force, schools] can begin to follow the orientation outlined in this circular as of September, 1971."

The proposed orientation was completely new. It was based on "early learning activities" and references were made to the social sciences in general rather than to history and geography.

> This circular makes no distinction between History and Geography as separate disciplines and foregoes the practice of including one or the other in the Elementary School curriculum for a given academic year. In the Elementary School curriculum, these disciplines are to be considered as elements of a more comprehensive area of study: the Social Sciences, applied to the observation of Reality from a physical, historical, economic, social or human point of view; in other words, the observation of what is generally referred to as the Environment or "Milieu."

In the same year, the MEQ authorized students in the final years of high school to choose between history and geography, with the result that the history of Québec and Canada was no longer a compulsory subject.

In December 1972, the MEQ approved the implementation of a course for the second year of high school, entitled Introduction to History and designed "to initiate the student to the historian's approach" and "to introduce the student to the notions of the multidimensionality of man in action and the temporality of the lives of men." For this purpose, it was suggested that teachers

rely on chronology, genealogy, autobiography, local history and the study of two American civilizations.

A new course entitled Contemporary World History was implemented in the fifth year of high school beginning in September 1974. According to the course description, it was "not to be interpreted as, strictly speaking, a course in modern history. Its basic intent is to call the student's attention to a certain number of phenomena — industrialization, nationalism, cold wars, underdevelopment, etc. — that have exercised a determining influence on the course of modern events and on contemporary ideas."

In the meantime, concerns had been expressed about the possible consequences of the alternative between history and geography offered to students in 1971, and in 1974, Claude Charron, a member of the National Assembly, tabled the following motion in the Assembly: "That this Assembly recommend that the Minister of Education immediately take the necessary steps to ensure that all students in Québec acquire, by the end of their secondary studies, an adequate knowledge of history, especially the history of the Québec nation." The motion was amended the following week to include a reference to Canadian history, and passed unanimously.

The educational world was, at the time, under a barrage of criticism. There were widespread calls for a consolidation of the reforms introduced since the Parent Report, in particular by a clarification of curriculum content. It was decided that the education system as a whole would be examined through extensive public hearings. The result was a paper entitled *The Schools of Québec: Policy Statement and Plan of Action*, published in 1979, in which the MEQ set out a proposal for reform and the principles on which it was based. These are the principles on which the current history programs at the elementary and secondary levels, drafted in the early 1980s, are based. The nature and content of the programs will be examined below.

At the college level, the history program is both new and old. New, because CEGEPs only came into existence 30 years ago, and old, because the program was originally based on the programs of the classical colleges formerly affiliated with the Faculty of Arts of the Université de Montréal and of Université Laval. The program was modified several times, in particular in the mid-1970s, and included up to 19 courses. Each course was complete in itself; courses were given in no particular order; and no basic history course or introductory course, similar to those offered in other social sciences, was made available. The courses were non-compulsory and were taken mainly by students enrolled in the social sciences program. Only a small number of students enrolled in other programs took them as complementary courses.

As a result, only a small proportion of college-level students took one or more history courses. In 1978, the white paper entitled *Colleges in Québec: A New Phase. Government Projects in the Area of CEGEPs* suggested that the situation be corrected by imposing a compulsory course on history and institutions as part of the basic curriculum, a suggestion that went unheeded.

In 1991, after years of discussion, the social sciences program was finally revised. Students enrolled in the program now take a number of compulsory concentration courses including a 45-hour course on the history of Western civilization. Students in other programs, both pre-university and technical, may take history as a complementary course, but rarely do in practice.

B. The Current Situation

As stated on page ix, the first element of the Task Force's mandate was to "provide an overview of how history is taught in Québec."

In Québec, the teaching of history at the elementary and secondary levels has changed little in the 15 years since the publication of *The Schools of Québec: Policy Statement and Plan of Action*, in which the MEQ announced that it would revise all elementary and secondary school programs. The MEQ subsequently published curriculum guidelines for the elementary school social studies program in 1981, two compulsory secondary school history courses in 1982 and an optional course in 1988. Only in the early 1990s was history teaching at the college level redefined, as part of the reform of college education and following the implementation of a better-structured social sciences program.

1. At the Elementary Level

In keeping with the *New Orientation Proposed for the Teaching of the Social Sciences in Elementary School*, designed as a transitional measure between the 1959 and 1965 programs and the as-yet-undrafted new program, the program drawn up in the early 1980s abandoned the distinction formerly drawn between history and geography and introduced a new overall social studies program based on the observation of geographical, historical, economic, social and human realities. This was reflected in the program's name, Social Studies: History, Geography, Economic Activity and Culture.

Part of this program applies to the first cycle of elementary school (Grades 1, 2 and 3) and the other, to the second cycle (Grades 4, 5 and 6). The program defines specific learning and educational objectives for each cycle and centres on the interactions between human beings and the environment. In the first cycle, students are introduced to the concepts of space, time and society, and in the second cycle, to history and geography, with a focus on economic realities, ethnic and cultural characteristics, and the nature and operation of democracy.

a) Cycle I

In the first cycle of elementary school, the social studies program is designed to introduce students aged 6, 7 and 8 to the concept of time, and to develop their ability to perceive change, duration and chronology. For example, students are asked to describe changes that occurred in their physical and social environment, to recall facts from their own, their family's or their community's past, and to situate familiar people and objects in time.

The main elements of content are:

- daily, weekly and annual cycles;
- incidents or events experienced by students or their families;
- changes occurring in the physical and man-made environment;
- facts from students', their family's or their community's past.

b) Cycle II

In the second cycle of elementary school, the social studies program consists in an introduction to history. Students aged 9, 10 and 11 are brought into contact with a number of important elements and reference points from the past, and are also introduced to the methodology used in the study of history.

The main elements of content are:

- the main periods in the country's history;
- the origins and lifestyles of Amerindian and Inuit peoples before the first Europeans arrived;
- French exploration and settlement in the St. Lawrence River Valley in the 16th and 17th centuries;
- the lifestyle of Canadians in the 18th century;
- the circumstances surrounding British settlement in Canada in the 18th and 19th centuries;
- rural and urban life in Québec in the late 19th century;
- immigration to Canada in the 20th century.

The elementary school social studies program is designed not only to provide students with historical knowledge but also to develop their intellectual skills. Students learn to observe, to compare, to classify, to situate in time, to establish relationships, to synthesize, and also to use various techniques for measuring and representing time.

The program provides students with an opportunity to adopt certain social attitudes, particularly a sense of responsibility toward the community and the environment, and an attitude of respect for the range of cultural values found in their own and other communities.

Section 44 of the *Basic School Regulations for Preschool and Elementary School Education* includes social studies in the list of compulsory subjects and suggests that it be taught two hours per week.

2. At the Secondary Level

This section provides a description of history teaching in youth-sector general education, youth-sector vocational education, and adult-sector general education.

a) General Education in the Youth Sector

Section 35 of the *Basic School Regulation for Secondary School Education* stipulates that history is compulsory in Secondary II and IV, and optional in Secondary V. It suggests that 100 hours per year be devoted to history at each of these grade levels.

(1) Secondary II

The General History course is designed to provide students with a global view of Western history, and to examine and understand the society in which they live.

The course focuses on the study of important civilizations of the past that shed light on the present. Among these past civilizations, those of the Mediterranean basin, Western Europe and the Americas, at various stages in their evolution, are the most relevant to an examination of the origins of our society today because their influence is still perceptible. The societies selected are presented in a long-term, global perspective in which the interaction between the political, economic, social, cultural and geographical aspects is taken into account.

The course divides the past into broad synchronic slices that are presented in traditional chronological order, and thus highlights important moments in the past of these societies against the background of overall historical developments. The course is designed to introduce students to important concepts, to develop the intellectual skills associated with the historical method, and to practise the skills associated with the measurement of historical time and the use of documents. The course also allows students to develop certain social attitudes and to become more open to values that are different from those of their own society.

The main elements in the course, which has been compulsory since 1983, are:

- prehistory;
- early civilizations;
- Athens in the 5th century B.C.;
- the emergence and decline of Roman power in Antiquity;
- life under medieval feudalism;
- urban development and medieval society;
- the Renaissance;
- exploration of the Americas in the 15th and 16th centuries;
- the Industrial Revolution;
- major industries;
- technological change.

(2) Secondary IV

The global objective of the History of Québec and Canada course is to provide students with an overview of the past of Québec and Canada from its beginnings to the present day, and to help them understand the evolution of Québec society within the broader Canadian and North American context.

The course centres on an examination of major turning points in the history of Québec and Canada, presented in chronological order. The main emphasis is on the contemporary period, and history is put into a global perspective. The course therefore focuses on the interaction of social, economic, political, geographical and cultural factors in order to explain historical events.

The pluralism of Québec's history is taken into account, as is the contribution made by all groups of citizens to the collective past. The course helps students to develop the intellectual skills associated with the historical method, and to practise the skills associated with the measurement of historical time and the use of documents. The course also allows students to develop certain social attitudes and to become more open to other value systems.

The main elements of the course, which has been compulsory since 1984, are:

- the conditions affecting French exploration in North America;
- fur trading in the French Empire;
- Amerindian civilization;
- settlement and the economic activities of the Canadian colony;

- the political and social organization of the colony;
- the causes and effects of the Conquest;
- the consequences of the American Revolution for the Province of Quebec;
- society in Lower Canada, from 1791 to 1840;
- the 1837-1838 uprising and the Union of the two Canadas;
- the origins of the Canadian federation and the main terms of the British North America Act;
- the evolution of Québec within the new Canadian context (1867-1896);
- the effects of the Depression on Québec and Canada;
- the repercussions of World War II on Québec;
- the conflict between traditionalism and the changes which took place in Québec society during the Duplessis era;
- the Quiet Revolution and subsequent years.

Section 69 of the *Basic School Regulation for Secondary School Education* requires students to pass the ministry examination in the history of Québec and Canada in order to obtain a secondary school diploma.

(3) Secondary V

The 20th Century: History and Civilizations course is designed to bring students to study and understand certain problems and challenges facing the international community, through an examination of the main features of 20th-century history. The course shows how the interaction of political, economic, social and cultural factors can explain historical phenomena. Through it, students learn how to decode national and international current events. They also develop their critical sense and their ability to form their own opinion, in a methodical manner, about the information provided by the media.

The course gradually initiates students to their responsibilities as citizens and encourages them to become full and active members of society. It increases their mastery of the historical method introduced in Secondary II and further developed in Secondary IV. It also encourages students to adopt certain social attitudes, especially an open-mindedness toward other societies and a respect for differences.

The main elements of the course, implemented in 1988, are:

- the characteristics of a civilization;
- the historical method;

- the characteristics of the industrialized countries and their economic evolution;
- the socioeconomic impact of the Industrial Revolution since the early 20th century;
- the industrial world's major problems in terms of their effects on people and of prospects for solutions;
- the climate of war typical of the years 1914-1945;
- contemporary conflicts;
- peace efforts, and human rights and freedoms;
- inequality between rich and poor countries;
- the contribution of foreign aid to development and international cooperation;
- the evolution of certain regional organizations;
- international organizations since 1960.

b) Vocational Education in the Youth Sector

Currently, to be admitted to a vocational education program, students must either have obtained Secondary IV credits in the language of instruction, the second language and mathematics (or the equivalent), or have reached the age of 16. This means that study of the history of Québec and Canada is not a requirement for obtaining a secondary school vocational diploma in Québec.

c) General Education for Adults

Students enrolled in general education for adults are not required to take a course in the history of Québec and Canada, or to pass a ministry examination in history in order to obtain a diploma. The requirements for obtaining a secondary school diploma are 6 credits in the language of instruction, 6 credits in the second language, and 36 credits in optional subjects, including an unlimited number of credits in vocational education.

Upon completing their studies and meeting the above requirements, students enrolled in general education programs in the adult sector receive the same diploma as their counterparts in the youth sector.

3. At the College Level

On examining history teaching at the college level, the Task Force found a dual situation, with the social sciences program on the one hand, and the other programs, including technical education programs, on the other.

a) All Programs Except Social Sciences

At the college level, students enrolled in programs other than the social sciences program are not required to take history courses. Until recently, however, students could include one or more history courses in their complementary courses, i.e., courses taken outside their chosen field of study. The recent reform of college education has reduced the number of complementary courses from four to two, and has thus reduced opportunities for taking history courses.[2]

b) Social Sciences

In 1991, the MEQ undertook a far-reaching revision of the social sciences program. The main goal of the program remained the same, i.e., to prepare students for university-level studies in one of the social sciences by focusing on the methods and concepts specific to the field, while rounding out their general education. Roughly one-quarter of all college students are enrolled in the social sciences program.

The objectives of the program include:

- studying the main elements of each discipline in the program;
- studying the works of the main writers in the various disciplines of the program, and the methodological approaches used in each discipline;
- understanding the basic concepts of each discipline in the program, and how they have evolved over time;
- establishing links between the main elements or concepts;
- understanding some of the theories and models for each discipline, their limits, their complementarity and their consequences;
- learning the key elements of the methodologies used in the social sciences: hypothetical-deductive reasoning, rational argument, scientific examination;

2. It was probably not foreseen that the reform would affect the teaching of history, even though the Conseil des collèges had earlier stressed the importance of developing students' historical awareness in these terms: "In a context marked by globalization, the omnipresence of economic and technological concerns, and the interpenetration of cultures..., it is imperative that students be made aware of these realities and equipped to deal with them, if only at a very basic level. Basic education must allow students to develop the ability and desire to reflect on moral and ethical questions and open their minds to the world and to cultural diversity, and must make them aware of the major problems and challenges of our era and of the historical dimension of human experience." Conseil des collèges, *L'enseignement collégial: des priorités pour un renouveau de la formation — Rapport sur l'état et les besoins de l'enseignement collégial* (Québec, 1992), p. 86. The Commission for the Estates General on Education also commented on the relevance of this viewpoint in *The State of Education in Québec* (Québec, 1996), p. 51.

- completing all the stages of a basic scientific research project, using the procedures specific to one of the methodologies used in the social sciences or common to a number of them.

There are seven compulsory courses in the program-specific component of the social sciences program, including History of Western Civilization, which covers the period from prehistory to modern times. The main objective of this 45-hour course is to allow students to better understand the world they live in through an examination of Western civilization, whose roots go back many centuries, and to define its geographical limits and its evolution over time, with an emphasis on the civilization itself rather than on specific events. The six other compulsory courses are Quantitative Methods, Introduction to Methodology (Research Methods), Macroeconomics, Introduction to Psychology, Integrative Seminar and one additional course chosen from a group of seven courses.

In theory, students enrolled in the social sciences program have access to other non-compulsory history courses, such as Historical Foundations of Contemporary Québec, History of Canada, History of the United States, History of the 20th Century and History of the Third World. However, some smaller colleges offer only a few of these courses, if any at all.

CHAPTER II

HISTORY TEACHING OUTSIDE QUÉBEC

The first stage of the Task Force's work was to report on history teaching not only in Québec, as in the preceding chapter, but also in other countries, especially the United States, France, Italy and the United Kingdom. The Task Force decided to add Germany and Japan to the list — in today's context, these two countries lend themselves well to comparative study — and also examined history teaching in two Canadian provinces.

It is never easy to draw comparisons, especially between education systems with almost infinite variations in structure, level of centralization or decentralization, choice of streams and divisions, combinations of compulsory and optional courses and so on. The inherent difficulties led the Task Force to abandon the idea of a vast comparative table of history teaching systems. So many qualifications would have been needed, and so many factors left out, that it would not have provided a comprehensive vision. The members opted instead to describe the teaching of history in each country, concentrating on the most common stream where more than one exists, and then to make the most realistic estimates possible of the number of classroom hours devoted to history, especially where this is not stated explicitly.

A. United States

Education in the United States is highly decentralized. Each state has its own Department of Education, usually responsible for issuing very broad curriculum guidelines to the school districts, which interpret them as they wish. The same process of interpretation is sometimes repeated in the schools, and even in individual classes.

Some general history teaching trends nevertheless emerge. They are defined by the most densely populated states, mainly because textbook publishers bring their production into line with the programs of these states. To illustrate the situation, we selected one program of study in Pennsylvania (Pittsburgh) and another in California (Los Angeles). Table 1 below shows the main elements of these two programs, from Grade 1 to Grade 12 (the equivalent of our first year of college).

TABLE I

History Programs in the United States: Two Examples

	CALIFORNIA (LOS ANGELES)	PENNSYLVANIA (PITTSBURGH)
1-3	Social studies: Family and surrounding community	Social studies: Here and there, now and then
4	California missions	
5	Colonial United States history	United States history
6	Antiquity (earliest beginnings to 500 A.D.)	
7	World history (500-1700 A.D.)	Civic education
8	United States Constitution to 1900	United States History
9	California history (option: one semester)	African American History (option)
10	World history (1700-present)	World cultures
11	United States history (20th century)	United States history
12	American government (one semester)	American democracy

These programs may include courses in geography (very few), economics, psychology, sociology, European history (less and less frequently), etc. At the elementary level, social studies is normally taught between 30 and 45 minutes per day, while at the secondary level, history is generally taught for three or four hours per week.

In addition, since at least a decade, many universities have included a compulsory history course in the first year of their programs (our second year of college). It usually covers world history, with emphasis on recent centuries.

Early this century, the American education system pooled its history and other social science courses to form a unit known as social studies. At the elementary level, the different disciplines are combined in different ways. The most common approach is concentric. Students first examine social and historical phenomena from their own immediate environment, and then, at each grade level, gradually move further away in terms of time and space. At the secondary level, social studies courses are generally discipline-based — for example, History of the United States, Introduction to Sociology — but they sometimes include multidisciplinary courses on specific themes or issues such as the problems of democracy, women's issues, work and leisure, Afro-American culture and, occasionally, civic education.

The number of such courses increased in the 1970s, and this, combined with criticism of the low profile given to history courses at the elementary level, frequent media comments on the level of historical knowledge of young

Americans, and political concern about poor knowledge of foreign culture in an era of globalization, led to a number of initiatives and measures to restore history to its dominant role in the social studies.[1]

The most recent such intervention is known as the *National Standards for History*. In the context of the presidential program to improve education quality in the United States by the year 2000[2] — which includes history as a basic discipline — a vast consultation and round table process was launched to propose national standards for history teaching at all levels, for the American states and anyone else who may be interested. The three-volume *National Standards* proposes a set of contents and objectives for history programs from kindergarten to Grade 4, along with national and world history programs from Grades 5 to 12.[3] The first step is to update program content, especially in national history, to reflect the variety of contributions, and in general history, to provide a wider perspective. Second, the *National Standards* proposes two types of objectives with different degrees of achievement at the various levels of education: (1) historical understanding, i.e., what students should know about the history of their country and the history of the world, and what historical perspectives they need to acquire in order to analyze current issues and problems; and (2) historical thinking, i.e., the five types of learning required: chronological thinking, historical comprehension, historical analysis and interpretation, historical research, historical issues-analysis, and decision making.

Although some ultra-conservatives have criticized the *National Standards* — including Newt Gingrich, Republican Speaker of the House of Representatives, who accuses them of providing a world outlook at the expense of Western values[4] — they are nevertheless likely to have a considerable influence on history teaching in the United States over the next few years, because so many of the country's specialists and influential leaders helped develop them and endorsed them.

1. The measures included the 1987 adoption by California, one of the leading states in the American education system, of the *History — Social Science Framework*, which gives preference to history in the social studies program from kindergarten to Grade 12. This is underlined by the use of the word "history" in the title. California State Department of Education, *History — Social Science Framework for California Public Schools: Kindergarten Through Grade Twelve* (Sacramento, 1987). Other influential ventures have included the Bradley Commission on History in Schools, which proposed that history should become the focus of social studies from kindergarten to Grade 6, and that at least four history courses should be compulsory from Grade 7 to Grade 12. *Building a History Curriculum: Guidelines for Teaching History in Schools* (Washington: Educational Excellence Network, 1988). Similarly, the National Council for Social Studies, the professional association of social studies teachers, also proposed a program reform with emphasis on history at all educational levels. *Charting a Course: Social Studies for the Twenty-First Century* (Washington: Curriculum Task Force of the National Commission on Social Studies in Schools, 1989).

2. United States Department of Education, *America 2000: An Education Strategy* (Washington, 1991). The program obtained legal status in 1994 as *America 2000: The Educate America Act*.

3. *National Standards for History for Grades K-4. Expanding Children's World in Time and Space; National Standards for United States History. Exploring the American Experience. Grades 5-12; National Standards for World History. Exploring Paths to the Present. Grades 5-12* (Los Angeles: National Center for History in the Schools, 1994).

4. In fact, according to a 1989-1990 survey, 70.2 percent of all high schools were already offering a world history course, while only 3.7 percent were offering a course in the history of Western civilization. See Charlotte Crabtree et al., *Lessons from History* (Los Angeles: National Center for History in the Schools, 1992), p. 7.

Examinations: States such as New York, where students are required to take official end-of-study examinations, tend to be the exception. However, private organizations offer examinations to students wishing to enrol in university programs, and some universities have their own entrance examinations.

Textbooks: Some American states have introduced an approval process for textbooks. Schools and teachers are generally free to use the approved textbooks of their choice. Publishers tend to match their production to the demands of such states (especially the densely populated states like California and Texas) and as a result, the other states often end up using the same textbooks.

B. France

In France, the disciplines of history and geography are closely linked. This feature is found almost nowhere else, except in the former French colonies (where it is sometimes challenged), and in some areas influenced by French culture, such as Québec. The pairing can be traced back to the Third Republic. As Dominique Borne, senior history and geography inspector, pointed out, this approach allows France to be presented as a "person" enriched by the diversity of its land and a providential history.[5] In fact, in the early days, history teaching had a mainly civic educational mission. This continued to be the case for many years, and history as a subject was taught in broad chronological slices that illustrated the country's genealogy from prehistoric times to the present day.

The first major call for reform came in the decade after the war. Memories of defeat and the occupation, decolonization, political instability and the inspiration provided by France's lively school of history produced a desire to modernize history teaching in schools and place emphasis on the development of critical thinking by students. This desire was reinforced by May 1968, and new programs began to appear in the years that followed. At the elementary level, history was combined with geography, the natural sciences and artistic/manual education to form a unit known as "early learning activities." In a context where the focus was on child-centred school and discovery learning, it was thought that education should be based on the resources available in the student's own environment. At the college level, traditional chronology served only to give rhythm to thematic content organized around the basic activities of human beings (procuring shelter, producing and trading, governing, etc.) in a long-term perspective. But official detailed guidelines were slow to appear, and textbooks and teacher training were not adjusted. In fact, it was some time before teachers implemented the new courses. As a result, public opinion (at least as expressed in the media), social

5. "Communauté de mémoire et rigueur critique," in *Passés recomposés*, ed. Jean Boutier and Dominique Julia (Paris: Éditions Autrement, 1995), p. 125.

leaders and some politicians, including two Presidents, called for a return to a more conventional approach to history in schools. This occurred in the 1980s, after many debates, conferences and review boards.[6] History courses thus reverted to their previous form. There is now greater emphasis on contemporary history as opposed to ancient history; however, courses still aim to teach critical thinking, in particular through the teaching of methodology. Basically, France's history program is now as shown in Table 2.

TABLE 2

France's History Program

ELEMENTARY	1st Cycle	Discovering the world: Time in the life of human beings
	2nd Cycle	The major periods of French history within European and world evolution
COLLEGE	6th	Prehistoric times. The ancient Mediterranean civilizations. The ancient civilizations of Asia. The notion of civilization
	5th	Notions of the Byzantine civilization. The Arab-Islamic civilization. Evolution of the Christian civilization in Western Europe. Renaissance, Reform
	4th	Absolutist Europe. The French Revolution and the Empire. 19th-century Europe and its expansion. France from 1815 to 1914
	3rd	Wars and crises from 1914 to 1945. The world from 1945 to the 1960s. Modern times, from the 1960s to the present day. The global aspect of history
LYCÉE	2nd	Ancient France to the French Revolution. The French Revolution and the Empire. France, Europe and the world in the 19th century
	1st	The 1880s to 1919: the birth of the 20th century. Between the wars, the first 20th century. World War II
	Terminal	Building the modern world. The present-day world. France since 1945

In France, history is taught at every grade level. In the first cycle of elementary school, it is combined with geography, civic education and the natural sciences to form a unit taught for four hours per week. In the second cycle, history becomes a separate subject, although the link with geography remains. These two subjects, together with civic education and an introduction to science and technology, are taught for four hours per week.

At the college level, history, geography and civic education take up three-and-a-half hours, and at the *lycée* (the equivalent of our college level), between two and four hours, depending on the stream.[7] However, history seems to receive more than its share of classroom time, partly because the teachers themselves are better versed in history than in geography — almost 90 percent of the younger teachers have history degrees — and civic education is sometimes neglected.

6. See in particular the report by René Girault, *L'histoire et la géographie en question. Rapport au Ministère de l'Éducation nationale* (Paris, 1983); *Colloque national sur l'histoire et son enseignement* (Paris, June 1984).

7. There are some exceptions in the terminal year of certain technical streams.

Although most courses are currently being revised,[8] no major change to the history program is envisaged. Basically, the process will clarify objectives, refocus content on essentials, and consolidate methodological learning.

Examinations: Knowledge of history is assessed by an official examination at the end of the college level, and another at the end of the *lycée,* for the *baccalauréat.*

Textbooks: History textbooks are prepared by private publishers, in close conformity with the courses. The teachers or schools select the books they wish to use.

C. Italy

In 1944, the Allied Forces subcommittee on education ordered that Italy's history program should end with World War I. This constraint held up the development of history teaching until the 1960s when, in the context of the Common Market construction process, the recent past was reinserted into the history curriculum.

Italy's current programs date back to this period, but many have been revised since the late 1970s (1985 in the case of the elementary program) or are in the process of being revised.[9] The main concerns underlying the renewal of history teaching in Italy are the definition of history as the history of civilizations and not a simple narrative of past events; an increase in contemporary content as a means of understanding the present day, even if this means reducing the amount of ancient and medieval history or breaking with the traditional chronology; the pursuit of a European (as a result of the Common Market) and a world perspective; and the development of methodological skills and critical thinking, especially with a view to intellectual and social autonomy. The pluralism of Italian society and the growing diversity of the Italian population have, in recent years, produced a concern for an intercultural approach to history.[10]

8. The new elementary courses were introduced in 1995, and the 6th and 2nd year courses will be introduced at the beginning of the new school year in 1996.

9. The secondary school reform plan, *Proteste della commissione Brady,* has been submitted but the history reform is still under discussion.

10. See Annalisa Milletti Rosella, "Italy," in *Historical Culture — Historical Communication. International Bibliography,* ed. Karl Pellens, Siegfried Quandt and Hans Süssmuth (Frankfurt: Diesterweg, 1994), p. 259-262

TABLE 3

Italy's History Program

ELEMENTARY	1 and 2	Human beings in society, in time and space. History and other social sciences combined. Early learning activities focused on the student's environment and recent history
	3, 4, 5	Human beings in society, in time and space. Overview of general history focused on the history of Italy since its origins
INTERMEDIATE	6	From prehistoric times to the 9th century
	7	From the 10th century to 1815
	8	From 1815 to the present day, in a world perspective
SECONDARY	9	The ancient Mediterranean peoples
	10	From the origins of Rome to the fall of the Roman Empire
	11	The Middle Ages
	12	The birth of modern times
	13	Contemporary history (since the 18th century)

Italy's history programs are not detailed. They contain a few titles and subtitles, short content descriptions, and some brief historiographical, methodological and didactical considerations. Consequently, teachers have plenty of latitude in the classroom.

Civic education, introduced in 1958 to compensate for the absence of recent history, continues to exist, but now falls within the discipline of history. Although long neglected, it has come to the fore in recent years as teachers have become more aware of the civic function of history teaching.

At the elementary level, *area storico-geografico-sociale* is taught for nine hours per week, with no time limit on history. At the intermediate level (*scuola media*), history is taught for two hours per week in Grades 6 and 7, and three hours (including civic education) in Grade 8. At the secondary level, the number of hours varies considerably depending on the stream, and also on the program (some vocational schools teach only contemporary history). Generally speaking, history is taught for two hours per week in the first two years, and two or three hours per week, depending on the stream, in the last three years (two of which are the equivalent of our college level).

Examinations: At the end of intermediate school, students take official examinations in all subjects, including history. At the secondary level, a draw two months before graduation determines which of the official examinations the students will take. In addition, the major written Italian language examination at the end of secondary school always includes a contemporary history subject.

Textbooks: Italy has no official textbook approval process. At the elementary level, the Department of Education examines only the physical aspects of the books (paper quality, print size, price, etc.).

D. United Kingdom

Each region of the United Kingdom — England, Wales, Northern Ireland and Scotland — is fairly autonomous as regards education and therefore has its own particularities. However, all of the regions follow the same basic trend. To illustrate the general direction taken by history teaching in the United Kingdom, we have used the example of England.

England introduced a history program only recently. In a country where the constitution is sacrosanct but unwritten, history used to be taught without an official program. Content, objectives, methods and teaching time thus varied considerably.

In the 1960s, history teaching was seriously challenged as being too traditional and too focused on British and European political history. After World War II, it became unfashionable to celebrate Britain's past, nationalism was suspect, and the Empire was dissolving just as a new internationalism began to emerge. Also, the education communities foresaw a renewal of the science of history through contact with the social sciences, and allowed themselves to be influenced by new educational theories, including those of the Swiss Piaget and the American Bruner. In the 1970s, a number of variations emerged from this combination of factors. For example, history courses focused exclusively on the dominant cultural minority or minorities in some inner city areas, and on local history in the surrounding rural areas. However, a program designed with the help of State subsidies, known as the *Schools Council History 13-16 Project,* gradually began to gain the support of many teachers. Its aim, using a variety of interchangeable contents, was to introduce students to the nature of history, historical thinking and the associated intellectual skills.[11]

By the end of the 1980s, under Margaret Thatcher's government, there was growing concern that schools were not offering the same content and, in the case of history, the same collective memory to all students. It was therefore suggested that official courses should be developed for the main subjects. As a result, the *National Curriculum for History* was implemented in 1991. However, it was received without enthusiasm by the teaching community, especially in schools that had adopted the *History Project,* and was quickly revised to preserve the latter's main aspects. The revised program came into force in August 1995.

Since then, history courses have been compulsory at the first three key stages of secondary school, i.e., until Grade 9. The basic program elements —

11. See Schools Council, *History 13-16 Project: A New Look at History* (Edinburgh: Holmes McDougall, 1976).

chronology, range and depth of historical knowledge and understanding, interpretations of history, historical enquiry, organization and communication — are repeated at each stage, with increasing degrees of difficulty.

At each stage, the objectives are defined in terms of expected performance, and specific contents are proposed, as shown in the following table.

TABLE 4

England's History Program[12]

Key Stage 1 (Grades 1 & 2)	Key Stage 2 (Grades 3-6)	Key Stage 3 (Grades 7-9)
The past and the ways in which it was different from the present The acquisition of a chronological framework An understanding of some of the ways to know the past Content: facts about the everyday life, work, leisure and culture of the people in the past; lives of different kinds of famous men and women; past events of different types	Romans, Anglo-Saxons and Vikings in Britain Life in Tudor times Victorian Britain OR Britain since 1930 Ancient Greece Local history A past non-European society	Medieval realms: Britain 1066-1500 The making of the United Kingdom: 1500-1750 Britain 1750-circa 1900 The 20th-century world An era or turning point in European history before 1914 A past non-European society

At the fourth key stage, schools are encouraged to offer optional history courses to students (Grades 10 and 11), even though history is not compulsory for this age group (14-16 years of age). Such courses generally provide an overview of contemporary British and world history. History courses may also be made available to older students (17-19 years of age).

In England, the amount of time allotted to history is left to the discretion of teachers and schools.

Examinations: The teachers are responsible for the evaluation of learning at each of the three stages in the compulsory history program. However, at the end of secondary school, there is a national examination for every subject matter taught (students select five examinations out of ten).

Textbooks: England has no official history textbook approval process. Authors and publishers interpret the programs — which are not very detailed — in their own way. The result is a wide variety of textbooks, from which teachers make their own selection.

12. Department of Education, *History in the National Curriculum* (London, 1995).

E. Germany and Japan

After World War II, the occupying forces took control of history teaching in Germany and Japan, as they did in Italy. History in the classroom continued to be a delicate question for some time.

This was particularly true in Germany, where one of the first decisions of the Allied High Command was to suspend history teaching as well as children's literature courses at the elementary level, so that textbooks drafted at Hitler's instigation, in the spirit of National Socialism, could be withdrawn. In West Germany, history was for many years replaced by courses modelled on America's social studies *(Gemeinschaftskunde, Politische Bildung, Socialkunde, Gesellschaftslehre)* to provide students with social and political instruction. Progressively, in response to pressure from historians, history teachers, teachers' associations and history didacticians (probably more numerous in Germany than anywhere else), history once again appeared in the curriculum. To avoid a national history that was still problematical from many viewpoints, courses concentrated mainly on cultural history in a European or world perspective.

East Germany, after the War, quickly opted for an approach to history based on the Marxist philosophy (primitive mode of production, slavery, feudalism, etc.). This approach, within which national history became a part of world history, was aimed mainly at developing a "socialist historical awareness" among young people.

After reunification, it became necessary to reconcile this 50-year-old tradition in history teaching with the liberal and critical approach developed in West Germany. It is undoubtedly the main problem currently faced by Germany in history teaching.

Present-day Germany is composed of sixteen *Länder* that are completely independent in terms of education. Each has its own history program.[13] While it was not possible to draw an overall picture of history teaching in all sixteen *Länder*, two were selected as examples: North Rhine-Westphalia and Saxony, respectively the most densely-populated *Länder* in former West and East Germany.

During the four years of elementary school in these *Länder*, as is the case almost everywhere in Germany, history is taught as part of a unit known as *Sachunterricht* — a kind of "object lesson" — whose spirit and objectives are fairly similar to those found in Québec.

In North Rhine-Westphalia, the first cycle of secondary school (i.e., Grades 5 to 10 inclusively) offers a comprehensive program covering the period from Antiquity to the reunification of Germany, in a world perspective that encompasses other cultures. Teachers and schools are responsible for divid-

13. See the program of each *Länder* in *Verband der Geschichtslehrer Deutschlands e. V. Lehrplan-Ausschuß. Geschichtsunterricht in der Bundesrepublik Deutschland — Lehrplanübersicht* (Berlin, 1995).

ing the program on a year-by-year basis. History is taught for about one-and-a-half hours per week, compared with two hours per week in Saxony, where the program covers the same historical period but seems to be more factual, and the yearly division is determined in advance.

History is still taught in the second cycle of secondary school in North Rhine-Westphalia (Grades 11 to 13) and in Saxony (Grades 11 and 12). In Saxony, the program concentrates on the 20th century, although teachers can opt to teach Greek and Roman Antiquity in Grade 11. In North Rhine-Westphalia, the program covers the period from Antiquity to the present day, with more content development from the 18th century onward. It also includes epistemological and historiographical instruction. In the "basic" stream (*Grundkurs*), history is taught for three hours per week in the North Rhine-Westphalia and two hours in Saxony. Where enriched streams exist (*Leitungkurs*), it may be taught for five or six hours per week.

Germany imposes official examinations, and textbooks must be approved by an official authority, but regional variations exist in both cases.

In Japan, as in Germany, history teaching was "realigned" after World War II, under the supervision of the Allies, mainly the Americans. Textbooks praising the virtues of patriotism and loyalty to the Emperor or the Dynasty were sanitized, and democratic ideals were introduced and enhanced. The aim, as defined in the fundamental Education Act of 1947, was to educate students who would be "sympathetic to truth and peace." In the second half of the 1950s, following the departure of the Americans, Japan gradually moved back to a moralizing, nationalist approach to history teaching, under the watchful eye of the Department of Education. In the last 20 years, however, the country has been engaged in a stormy debate on the subject of history in schools, with historians and educators fighting side-by-side — sometimes in the courtroom — for the right to offer liberal and accurate historical content.

In Japan, at both the elementary and secondary levels, history forms part of a unit that the Americans — on whose system it is modelled — would call social studies. At the elementary level, i.e., from Grade 1 to Grade 6, history is included in the social studies component and taught sporadically. However, history receives special attention in Grade 4, based on the student's own environment, and in Grade 6, where students are offered an 80-hour overview of Japan's history in a world context.

A similar program, taught for 140 hours per year, is offered in the first and second year of secondary school. In the following four years, two courses are taught, one on Japanese history and the other on world history (140 hours each).

In Japan, as might be expected, textbooks must be approved by the Department of Education. However, there are no official examinations.

F. Manitoba and Ontario

Canada is also highly decentralized when it comes to education. Each province has its own Department of Education. Even within a province, history teaching may vary according to the language of instruction, decisions by local education authorities, etc. Since it was not possible to draw up a complete profile of history teaching in Canada,[14] the Task Force selected two provinces, Manitoba and Ontario. Table 5 shows the history programs taught in the English-speaking sectors of these two provinces.

TABLE 5

History Programs in Manitoba and Ontario

	MANITOBA	ONTARIO
1	Human Needs and Interdependence	Social Studies: Understanding Diversity and Valuing Equity
2	Changes	
3	Modern Communities	
4	Communities Around the World	
5	Life in Canada Today	
6	Life in Canada's Past	
7		Early Canadian Communities (origins-1812)
8	People through the Ages	Building the Canadian Nation (1812- 1920)
9	Canada Today	Contemporary Canada
10	American History (option)	
11	Canada: A Social and Political History	Civilizations in History (option) Twentieth-Century World History (option) American History (option)
12	World Issues (option) Western Civilization since 1055 (option)	
13		Modern Western Civilization (option) Canada in a North American Perspective (option)

In both provinces, history is included in the social studies block at the elementary level. It is not expressly mentioned in the programs before Grade 6, but is addressed implicitly by many subjects. In Manitoba, for example, the Grade 2 course entitled Changes includes a theme "Families Long Ago, Families Now," and the Grade 4 course Communities Around the World looks at civilizations throughout the world. In Ontario, subjects such as "Early

14. A summary of each province's history program can be found in *Secondary Education in Canada: A Student Transfer Guide, 6th ed.* (Toronto: Council of Ministers of Education, Canada, 1991).

Settlers," in the second cycle of elementary school, has a fairly explicit historical connotation. However, in both Ontario and Manitoba, history courses as such are offered only at the end of elementary school: Significant Events in the Past in Ontario and Life in Canada's Past in Manitoba.

At the secondary level, history courses are given every year (except in Grade 7 in Manitoba), but many are optional. The latter include two courses on the history of the United States and North America, revealing the historiographical tradition in English-speaking Canada, where there is an ongoing desire to use history to differentiate Canada from its southern neighbour.

In Manitoba, the social studies unit (including history) is taught for 30 minutes per day in elementary school, 40 minutes per day in Grade 8 and 60 minutes or more from Grades 9 to 12. The situation is more or less the same in Ontario.

Programs for all subjects, including history, are currently under review in both provinces. In Ontario, the Royal Commission on Learning recently suggested a reinforcement of history teaching.[15] In Manitoba, as part of a recent reform,[16] it was announced that the Grade 11 Canadian history course may be made optional in 1997, although Canadian studies and Canadian history content will be reinforced and specified in terms of exit profiles for all programs from Grades 1 to 10. The Grade 11 and Grade 12 programs will be revised to reflect these changes. Manitoba is also taking part in an operation launched by the four Western provinces and the Territories to develop common history programs (the Western Consortium Curriculum Project) somewhat similar to the Maritimes curriculum developed for English-speaking students in the Eastern provinces.

In the English-speaking provinces of Canada, history teaching, particularly national history, has been the subject of acrimonious debate in recent years, especially as regards its capacity to educate Canadian citizens. The debate has often been reported in the media.[17]

Examinations: Neither Ontario nor Manitoba has an official examination in history.

Textbooks: In both Ontario and Manitoba, textbooks are selected by schools from a list of instructional materials drawn up by the Department of Education.

* * *

15. See Royal Commission on Learning, *For the Love of Learning — Report of the Royal Commission on Learning* (Toronto, 1994). Vol. II, *Learning: Our Vision for Schools*, p. 45 among others.

16. See Manitoba Education and Training, *Renewing Education: New Directions. A Foundation for Excellence* (Winnipeg, 1995).

17. See for example Graham Fraser, "Rewriting History," *The Globe and Mail*, Feb. 6, 1994; and Michael Valpy, "Sailing through History in Different Boats," *The Globe and Mail*, April 1, 1994, "An Openness to Change, but not a Blank Slate," *The Globe and Mail*, April 5, 1994.

What have we learned from this overview of history teaching outside Québec? First, it has rarely remained stable. In the United States, France, Italy, England, Germany, Manitoba and Ontario (and in other Canadian provinces), history programs have recently been or are currently being revised. In some cases, changes have recently been made, are now being made or are planned. Even in Japan, an intense debate is currently taking place on the subject, in particular with regard to updating course content. In some countries where history teaching is undergoing change, modifications had already been made in the recent past. In France, for example, the programs were modified in the 1970s and again in the 1980s. This is undoubtedly due to the very nature of history teaching which, given its strong ties with the present, must be constantly updated to reflect social change.

As regards the type of changes made, certain similarities also emerge. In many countries, special attention has been paid to population diversity. An attempt has also been made to broaden the perspective of history courses. In the European countries, this broader perspective mainly encompasses Europe as a whole. A European perspective and related elements of history have been introduced into the programs, and European history textbooks have appeared.[18] In countries where history teaching has traditionally separated national history from other history, as is the case in North America, the broader perspective tends to encompass the whole world. This is particularly true in the United States, where the traditional course in the history of the Western world has been largely replaced over the last 15 years by a world history course. Also in the United States, the two basic courses proposed by the *National Standards* are national history and world history.

In some countries, including France, Italy, England and Germany, contemporary history program content has been reinforced in the last two decades. This is probably due to increased awareness of the importance of providing young people with intellectual tools to understand their society in its present form. In fact, in all the countries studied, history teaching was given a major role in training citizens, with emphasis on methodological learning, historical thinking, and analytical or critical skills. In almost all the countries, learning objectives such as these formed the core of the programs, and were used frequently to define the exit profiles now used in many educational systems (in the United States, England, France, Ontario and soon in Manitoba) to measure the results of history teaching at different stages of the educational process.

As regards the amount of history taught, many countries, and especially the continental European countries, have maintained their tradition of offering history courses every year, from elementary school to the end of secondary school (generally the equivalent of our college), although history is part of a combined social studies component in the first cycle of elementary

18. See in particular Frédéric Delouche, ed., *The Illustrated History of Europe: A Unique Portrait of Europe's Common History* (Holt & Co., 1993). This textbook was written by an international team of a dozen authors and has been published in several languages.

school. In these countries, historical content follows a single path covering all historical subjects in traditional chronological order. In England and the United States, where such a tradition does not exist, attempts are now being made to introduce a history course in every grade at the elementary and secondary levels.

In many countries, students receive many more hours of history instruction than is currently the case in Québec. In Italy, for example, students receive more than 900 hours by the time they leave secondary school. In the United States, in California, the new history and social studies program provides nearly 700 hours of history over the same period. In Germany, in North Rhine-Westphalia, students receive approximately 500 hours of history instruction in the basic stream, and more in the enriched stream. Even in France, where the number of hours per week seems low but where history is taught in every grade, students have taken nearly 500 hours of history classes by the time they leave secondary school (the equivalent of our second year of college). In contrast, under Québec's current programs, students have received less than 300 hours of history instruction by the time they leave secondary school, and sometimes by the time they leave college.[19]

As regards official examinations, although a few countries have them — including France, Italy and some Canadian provinces, such as New Brunswick for its French-speaking students — most of those we studied do not.

Textbooks are either approved by official authorities using different methods, as is the case in some American states, Japan, some German *Länder* and the Canadian provinces, or left in the hands of the private sector, for example in France, Italy, England and other American states.

19. All these figures are estimates based on the main streams. The variety of paths and teaching practices makes it difficult to be more precise. Where history is taught at the elementary level as part of a combined social studies component, it was assumed to cover one-third of the allotted time.

CHAPTER III

AN ANALYSIS OF THE CURRENT SITUATION OF HISTORY TEACHING IN QUÉBEC

The second and third elements of the Task Force's mandate were, respectively, to "establish the general objectives and content of the history programs that should be taught at each level of education" and to "determine which programs should be compulsory."

The Task Force chose to examine these two aspects of the matter simultaneously. It therefore sought to identify the main problems at each level of education while attempting to find solutions. These are presented below in the form of recommendations.

A. At the Elementary Level

The current situation of history teaching at the elementary level is preoccupying in many respects. The first and perhaps most important concern is the fact that little time is allotted to the teaching of history. The second has to do with the fairly common perception that history is no longer taught in elementary school. In addition, teachers are uneasy about having to follow a program whose objectives and content are defined by cycle and, finally, teacher training is an issue (this topic will be discussed in Chapter IV).

Added to the above considerations, recent changes in Québec call for placing greater emphasis, in the teaching of history, on the role of cultural communities, Native peoples and the anglophone community, and for encouraging students to be more open to world realities, as was mentioned in many briefs.

1. Teaching Time Allotted to Social Studies

In the course of their work, and in light of the briefs received and comments heard, it became clear to the Task Force that the central problem of history teaching in elementary school stems from the fact that the social studies program is not taught, at least not as it should be.

Yet, section 43 of the *Basic School Regulations for Preschool and Elementary School Education* specifies that social studies should be taught two hours per week in both the first and second cycles. Compliance with section 43 is far from what it should be as is shown in the table below, taken from the report of a survey conducted by the MEQ.

TABLE 6

Distribution of Percentages of Teachers by Actual Teaching Time Compared with Time Allotted in Section 43 of the *Regulation Respecting the Basis of Elementary School and Preschool Organization (1988-1989)*[1]

Subjects	Percentage of teachers			
	More time %	Same time %	Less time %	No time %
French as a Second Language	80.26	10.53	6.58	2.63
Mother Tongue	66.18	17.89	15.93	0.00
Mathematics	60.78	22.30	16.67	0.25
Art	23.77	22.55	50.49	3.19
Natural Science	20.59	31.62	34.56	13.24
Moral Education OR Religious Education	17.65	40.20	39.71	2.45
English as a Second Language	13.07	20.26	66.01	0.65
Social Studies	**9.80**	**20.10**	**63.97**	**6.13**
Physical Education	5.15	18.87	74.51	1.47

The data in Table 6 indicate that, right from the time the Social Studies: History, Geography, Economic Activity and Culture program was implemented, 70.1 percent of elementary school teachers devoted less than two hours per week to teaching it. In addition, 6.13 percent did not teach social studies at all — although it is compulsory — during the period of the survey.

Another survey conducted by the MEQ, this one in 1994, confirms the trend observed as early as 1988-1989. The survey report states that "about a quarter of the teachers in the second cycle of elementary school devote two hours per week to the teaching of social studies, as suggested in the basic school regulations, and about half devote from one to two hours per week to it."[2] The report also states that only about 20 percent of teachers in the sec-

1. Ministère de l'Éducation, *Basic School Regulations: Annual Report on the Application and Applicability of the Basic School Regulations* (Québec, September 1990), p. 11.
2. Ministère de l'Éducation, *Évaluation des programmes, Sciences humaines, Primaire: Rapport* (Québec, June 1994), p. 19.

ond cycle manage to cover the whole program.[3] In other words, in 1994, three-quarters of teachers devoted an insufficient amount of teaching time to social studies and four-fifths of teachers in the second cycle did not have enough time to get through the entire program. Since then, the situation appears to have deteriorated rather than improved.

The repercussions are obvious: students do not learn everything they are supposed to, particularly as regards methodology. As a result, the general education the program is designed to impart is compromised to some extent.

Many briefs confirmed that a large segment of the population remains critical of an elementary school system, which, apart from a few exceptions, considers Social Studies: History, Geography, Economic Activity and Culture a minor subject. This perception worries the Task Force members, who insist that a program that is not allotted enough teaching time is a program whose learning objectives are virtually unattained.

The Task Force members feel that history and the other areas covered in the social studies program should be given their rightful place as "fundamental disciplines in the education of young people in Québec," i.e., as basic subjects alongside mathematics or the language of instruction. They are also of the opinion that a sufficient amount of time is required for students to learn the material and that this amount of time must be allotted.

Consequently, the Task Force recommends:

THAT three hours per week be allotted on a compulsory basis to teach the program currently entitled Social Studies: History, Geography, Economic Activity and Culture during the first three years of elementary school, and five hours per week during the last three years of elementary school.

2. Title of the Current Program

Another problem that was brought to the attention of the Task Force, both in the briefs and at the hearings, relates to what appears to be an unfortunate misunderstanding: it is believed that history is no longer taught in elementary school, that this subject has been "absorbed" by the remainder of the social studies program.

While it may be true that history is not being taught as it should be, it is in fact part of the social studies program. For the second cycle in particular, the objectives and learning content having to do with history are clearly defined.

3. Ibid., p. 67.

After examining the facts, the Task Force suggests that the course title, namely Social Studies: History, Geography, Economic Activity and Culture, is at the crux of the misunderstanding. It seems that people see or read only the first two words and disregard the rest.

Consequently, to underscore the presence of history in the elementary school program, the Task Force recommends:

THAT the elementary school social studies program be given a title that explicitly expresses its contents, for example, History, Geography and Study of Society.

3. History Courses from Grades 1 to 6

The objectives of the program currently entitled Social Studies: History, Geography, Economic Activity and Culture are divided according to the different cycles and students are not expected to meet them until Grade 3 and Grade 6.

This feature of the program has created a certain amount of confusion ever since its implementation. In fact, since the objectives and the contents to be taught were spread over the three years in both cycles, teachers were unsure which objectives corresponded to which year. Some schools decided to break down the objectives by year but most schools felt this was the MEQ's job. Therefore, in 1988, the MEQ adopted a year-by-year breakdown of learning objectives for each cycle. Although this breakdown was not imposed on the schools, a large number of them started using it. Most publishing houses did likewise and now publish a separate textbook for each year.

Nevertheless, this solution did not settle the problem of how to evaluate student learning, particularly in the second cycle. Given that the program objectives are divided according to cycle, should students be tested in Grade 6 only? Should the evaluation cover all the material taught in the three years of the second cycle?

It seemed clear that an 11-year-old student could not be expected to have a solid grasp of all the material covered in the second cycle. That is why in 1992 the MEQ published a document designed to encourage schools to perform evaluations at the end of each year in the second cycle, based on the breakdown of learning objectives by year. The optional examinations, prepared under the MEQ's supervision, are consistent with this principle which appears to suit everyone involved.

The Task Force came to the conclusion that a practice has arisen — that of considering each year of elementary school as having its own social studies program. In view of this fact, the Task Force considers that having a separate program for each grade at the elementary level would in no way compromise the learning and educational objectives of the current program.

Furthermore, this would make it easier for teachers to plan lessons and would thus ensure greater uniformity in the content taught from one classroom or school to another.

Consequently, the Task Force recommends:

THAT the History, Geography and Study of Society program set objectives and learning content for each year of elementary school.

4. Content of the History Program

Numerous briefs and comments stressed the need to review the content of the elementary school social studies program, particularly those aspects dealing with Native peoples, the anglophone community, the cultural communities and openness to the world, in order to adapt it to the realities of today's society.

The social studies program barely touches on the contribution of Native peoples to the history of Québec: it compares the ways of life of the Amerindians (in the 17th and 20th centuries) and the Inuit (in the 19th and 20th centuries). Yet, the presence of these populations in North America dates back many centuries and their contribution to the shared history, as well as their own history, must be given more consideration. Ideally, students should be given the opportunity to gain a better understanding of Native claims as early as elementary school.

The same is true of the contributions of the various cultural communities. The social studies program looks at the cultural communities only from the standpoint of demography and provides a very cursory discussion of the arrival of immigrants in Québec in the 20th century. Although the presence of certain cultural communities in Québec is a fairly recent phenomenon, these communities have helped build Québec society and their contributions throughout our shared history should be highlighted. It would also be appropriate to provide students, as early as possible, with historical background on the main cultural communities in Québec.

It goes without saying that appropriate emphasis must also be placed on the presence and role of the anglophone community, whose long-standing participation in and important contribution to Québec history is well known.

Moreover, many individuals and organizations reminded the Task Force of the importance of making students aware, beginning in elementary school, of the existence of societies other than their own, whether contemporary or not. They also emphasized the need for greater openness to the rest of the world. A history program that would describe and compare different peoples and their cultures over various time periods would have the advantage of teaching students about the diversity of human societies while promoting an understanding of and respect for differences. Furthermore, such openness to the world and to other societies would only stimulate students' interest in national and international current events.

Consequently, the Task Force recommends:

THAT the History, Geography and Study of Society program give equitable coverage to Native communities, cultural communities and the anglophone community with respect to the role they have played in the history of Québec and Canada.

THAT the History, Geography and Study of Society program encourage students to learn about societies other than their own, past or present, through a comparative approach that would help them to perceive the full diversity and value of different cultures.

According to comments heard by the Task Force, the History, Geography, Economic Activity and Culture program lacks human interest. In other words, it often disregards the human beings who have shaped history. Yet, it is obvious that people are at the centre of history. While it certainly does not recommend a focus on heroic figures, the Task Force feels that, alongside the archetypal figures that stand out in our memories — the *coureurs de bois*, merchants and suffragettes — the program should make room for specific individuals when their experience sheds light on an entire era. Students would thus realize that specific individuals have influenced the course of history too.

Consequently, the Task Force recommends:

THAT the History, Geography and Study of Society program incorporate material on the life and culture of remarkable individuals without, however, reverting to the practice of mythicizing or glorifying them.

The establishment of exit profiles for elementary and secondary school will be discussed in section C of this chapter, as will various types of resources for history teachers, notably student textbooks, audiovisual material and school libraries.

B. At the Secondary Level

The situation of history teaching at the secondary level is no better than at the elementary level, a cause of concern for many people. Do the history courses offered help shape students into informed and responsible citizens? No one can say for sure. One of the problems at the secondary level, perhaps the chief one, is the insufficient time allotted to the teaching of history. An equally serious problem relates to the discontinuity of the history courses. Yet another problem stems from the fact that the Secondary V twentieth-century history course is not compulsory. The "monolithic" nature of the courses also makes it impossible to take into account local needs. Finally, there is also the issue of the philosophy behind and format of the compulsory Secondary IV examination.

Besides the above issues, recent events in Québec call for greater emphasis, in both the elementary and secondary school curricula, on non-Western societies, on Native peoples and on the pluralistic nature of our society.

As we will see later on, the situation of history teaching is alarming in both adult-sector general education and youth-sector vocational education.

1. History: A Compulsory Subject from Secondary I to V

When the quality of history teaching is called into question, attention generally focuses on what students have not learned. This is frequently reflected in the media, through comments such as "Young people know nothing about history." In making such statements, people often forget that history courses encompass far more than knowledge about the past. They are also expected to equip students with the knowledge and skills they need to understand current events, understand the present, form their own opinions, hone their analytical and critical skills, etc. In short, history teaching is expected to contribute in an important way to education that will enable students to find their place in our complex society and function in an autonomous, responsible way.

Acquiring such an education takes time and the time currently allotted to the teaching of history seems clearly insufficient. In fact, only 100 hours are allotted to the teaching of general history (from prehistory to the present) and 100 hours to the history of Québec and Canada (from its discovery to the present). No extra time is allotted for student evaluation, activities or contingencies.

Furthermore, some schools use their "room for manoeuvre" to shave even more hours from the time allotted for history, particularly at the secondary level. They use this "extra" time for specific educational projects, for more intensive teaching of the arts (particularly music) or physical education, or for subjects deemed more important than history, such as mathematics or the language of instruction. In fact, in Secondary II and IV, history teachers have only 75 to 80 hours of teaching time at their disposal per year. This is less than 65 percent of the time originally allotted when the courses were drafted in the early 1980s, i.e., 125 hours per year each.

The repercussions of this shortage of time are known: course content is not fully covered. The results of a survey conducted in the fall of 1995 among history teachers show this clearly, as did the history program evaluations carried out by the MEQ in 1988.[4]

In fact, Secondary II students rarely complete the year with any knowledge of Western history after the Industrial Revolution and acquire only min-

4. A short questionnaire was distributed to 1 500 history teachers to gauge the extent of their education and experience. All were invited to make one or more recommendations to the Task Force. The main recommendation had to do with increasing the teaching time in Secondary II as well as in Secondary IV. On this subject, see P. Bérubé, "Synthèse des recommandations des enseignantes et des enseignants" (March 7, 1996), p. 1, 2. See also ministère de l'Éducation, *Évaluation des programmes d'études: Évagram, Histoire générale* (Québec, 1988), p. 32, and *Évaluation des programmes d'études: Évagram, Histoire du Québec et du Canada* (Québec, 1988), p. 32.

imal knowledge of methodology, if any. In Secondary IV, however, students must pass the examination so all of the factual content must be covered. Nonetheless, owing to the lack of time, the most important elements, particularly methodology, are neglected. The upshot is that during the two years when history courses are compulsory, most students do not attain the essential learning objectives targeted by the programs.

Another problem relates to the sequencing of courses: students do not take history in Secondary I; do in Secondary II; do not in Secondary III; do in Secondary IV; do not in Secondary V (except for a small minority of students). Those students who go on to college take history only if they enrol in the social sciences program (25 percent of students). Taking history periodically makes it difficult for students to develop a historical sense. It also makes it difficult for teachers to take into account students' maturation and adapt their teaching accordingly to enhance learning. Much could be gained from including history in the student timetable every year, as is the practice in many Western countries: courses would follow one another from one year to the next, picking up where the previous one left off, just as the mathematics and language of instruction courses do.

To ensure continuity in the teaching of history, guarantee that sufficient teaching time is set aside for it, and meet the new needs dictated by changes in our society, the Task Force proposes that the current General History course be divided between the first two years of secondary school, and the current History of Québec and Canada course between the subsequent two years. The latter would follow more naturally from the former, which would help students to see the links between the history of Québec and Canada and the history of the Western world. Having recently studied the Renaissance, the Ancien Régime, and the Age of Revolution, students would be better able understand the impact of the discovery of the American continent, the characteristics of New France society, the British Conquest and the effects of the American Revolution on Québec.

The teaching of the contemporary history of Western society and of the Western world was also questioned in several briefs. The problem is that the 20th-century history course, an optional course, is taken by no more than 15 percent of students. In this era of globalization, can we accept a situation in which young people leave secondary school without extensive knowledge of the world they live in, and without the reference points and intellectual skills they need to understand it?[5] Not only did members of the public and representatives of organizations express their concern, but teachers also wrote to the Task Force. "It is unheard of," one wrote, "to send students out onto the 'battlefield of life' without a knowledge of the global village, their planet. They see and hear stories about the Vietnam War, the dismantling of the Berlin

5. The Commission for the Estates General on Education noted that young people themselves felt this gap in their education: "Students deplored the weakness of their education in the humanities, a weakness that prevents them from understanding politics, the economy and, more generally, current events." See *The State of Education in Québec*, p. 43.

Wall, the globalization of markets, the EEC, NATO, the tragedies of Yugoslavia and Rwanda, and they are completely unprepared to understand and grasp what their eyes see but which has no link with the knowledge that is glaring by its absence."[6] How, for example, can someone who is unaware of the major events of the 20th century understand the ethnic conflict in the former Yugoslavia or the current rise of neo-Nazi groups? This gives one pause, as the authors of one brief pointed out, considering that on the Internet, one can link up with 30 different neo-Nazi groups.[7]

The Task Force therefore feels that the optional Secondary V course on 20th-century history should be made compulsory, for the reasons just mentioned and also in order to provide continuity with the history courses offered in preceding years. Thus, at the end of secondary school, students would have a better understanding of contemporary history and would have an opportunity to develop their ability to fulfil, in their daily lives, their role as responsible citizens with respect to the challenges facing humanity, which is already the objective of the current program.

Clearly, making history compulsory in each year of secondary school — making history a basic subject, "a fundamental discipline in the education of young people in Québec," as many insisted — will make learning easier and more lasting, since the reinvestment of learning and transfer of skills will be enhanced. Increasing the teaching time allotted to it will facilitate the learning of methodology as well as cognitive and affective assimilation.

Consequently, the Task Force recommends:

THAT a history course be made compulsory in each year of secondary school and that it be allotted 100 hours of teaching time annually;

THAT the compulsory secondary school history courses be sequenced as follows:

Secondary I: General History I: Prehistory, Antiquity and the Middle Ages;

Secondary II: General History II: The Renaissance, the Modern Era and the Contemporary Period;

Secondary III: History of Québec and Canada I: From Amerindian Prehistory to 1791 or 1840;[8]

Secondary IV: History of Québec and Canada II: From 1791 or 1840 to the Present;

Secondary V: Problems of the Contemporary World.

6. Comment by a teacher on a questionnaire about the situation of history teaching in Québec distributed by the Task Force on the Teaching of History in the fall of 1995.

7. Comment in the brief submitted by prospective history teachers in Université Laval's bachelor's program in secondary school education: "L'enseignement de l'histoire au secondaire: former un corps professoral compétent pour nourrir la pensée critique du futur citoyen" (Québec, December 22, 1995), p. 8.

8. The Task Force members debated between 1791 and 1840 as the milestone date for History of Québec and Canada I and II. They suggest that a study be undertaken to determine the most appropriate date, given students' ability, at the end of Secondary III, to understand the political dimension of the 1791-1840 period.

2. Content of the History Program

The secondary school history program should, like the elementary school program, take into account recent changes in Québec society and place more emphasis on non-Western societies, Native peoples and the pluralistic nature of our society.

a) Non-Western Societies

Québec society has its roots in a number of civilizations from the area around the Mediterranean, Western Europe and America. These civilizations are the foundation of Western civilization and the basis of the General History course. The objective of this course is to show students that our society derived from these civilizations.

However, communities with roots in non-Western societies have also played a role in shaping Québec society. It is important that students be aware of the influence these communities have had on our society. The globalization of information and increasing economic and cultural exchanges also make the study of non-Western societies even more vital. This broadened perspective will enable students to better know and understand both the history of their own society and that of the world.

Moreover, dividing the content of the current General History course over the first two years of secondary school and allotting more time to it would make it possible to include important elements that are not covered in the present course, such as the advent of parliamentarism in England, the American Revolution, the French Revolution and the major events of the 20th century. Study of the Asian, African or South American civilizations that have marked world history would also be possible. Thus, students would have an overview of the variety of human experiences, acquire a basic cultural education more in tune with our time, and develop the intellectual skills they need to understand differences and cultures. Finally, including the study of non-Western societies in the General History course would make it possible, mainly in the proposed Secondary III and IV History of Québec and Canada course, to examine the contributions of the various groups that have shaped our history.

Convinced that the current situation calls for this redefinition of the history program, the Task Force recommends:

THAT the secondary school history program include the study of non-Western societies.

b) Native Peoples

The Task Force recognizes that Native peoples should occupy, in both the secondary school and elementary school programs, a place consistent with their historical role and contribution.

At present, the Secondary II history course proposes — on an optional basis — that students be made aware of a Pre-Columbian civilization in South America. The Secondary IV course gives only an overview of Native societies at the time the Europeans arrived, and mentions their role in the fur trade. Then, as several briefs noted, they disappear from the program altogether. This contributes to the perception among members of Native communities that the history taught in Québec schools is "foreign history."

School is the ideal place to make students aware of the distinctiveness of the Native peoples and to encourage young Native people to understand their own cultural identity through the study of Québec and Canadian history.

Advances in Amerindian historiography make it possible to design courses that would give Secondary I and II students a more up-to-date perception of the reality of American Native peoples, and Secondary III and IV students, a more balanced view of the contribution of Native peoples to Québec society throughout its history.

The Task Force considers that redefining the history courses in this way would allow secondary school students to better understand various Native cultures and their current claims, but above all to better perceive and appreciate the contribution of Native societies to our shared heritage.

Consequently, the Task Force recommends:

THAT the General History I and II and the History of Québec and Canada I and II courses give equitable coverage to Native peoples with respect to the role they have played in the history of Québec, Canada or America.

c) A Pluralistic Society

In their briefs and at the public hearings, nearly all the individuals and organizations emphasized the fact that Québec has been a pluralistic society for a long time and is becoming more so. Representatives of the cultural communities, in particular, insisted on this fact and were critical of history courses which consider their presence only from a demographic standpoint. They requested that the contribution of their respective communities be included in the History of Québec and Canada course. Representatives of the francophone and anglophone communities also raised this issue. It goes without saying that the Task Force recognizes the validity and importance of their demand.

At present, the History of Québec and Canada course is mainly structured around the historicity of the presence of the francophone community of French origins and to a certain extent around the anglophone community of British origins. The Task Force believes that special attention should be given to the historicity of the presence of certain cultural communities in Québec, such as the Black, Jewish, Italian and Chinese communities, or other Asian communities that have come to Québec more recently. These communities have all, in one way or another, had an impact on the history of Québec and Canada. Dividing the History of Québec and Canada course between Secondary III and IV and increasing its teaching time allotment by 100 hours would ensure recognition of the contribution of the many communities that make up Québec society.

Consequently, the Task Force recommends:

THAT the History of Québec and Canada I and II courses give equitable coverage to the cultural communities with respect to the role they have played in history.

The following section deals with the question of how schools might take a closer look at the contributions of Native peoples, the anglophone community and one or more of the cultural communities to the history of Québec.

3. Local Needs and Concerns

Participants in the public hearings echoed the briefs in requesting that history courses give teachers greater leeway to better take into account local needs and concerns.

This request is valid since the past is best examined from a position that is firmly grounded in the present. It therefore seems relevant to allow teachers, within the history courses, a certain number of hours for teaching activities based on local needs and concerns.[9] This teaching time could be used to study the history of a region, of the anglophone community, of one or more cultural communities, of women, of art or of science, for example. This time could also be used to help students who are progressing at a different rate in their study of history.

Consequently, the Task Force recommends:

THAT, within each secondary-level history course, teachers who wish to address topics in history that are related to local concerns and needs be allowed to use 20 percent of the allotted teaching time at their discretion.

9. This idea was advanced in the report of the Commission for the Estates General on Education, *The State of Education in Québec*, p. 45.

4. Evaluation of Learning

The compulsory History of Québec and Canada examination and the optional General History examination prepared under the supervision of the MEQ currently include two types of questions: multiple-choice questions (students choose the correct answer from among four suggested answers) and short free-response questions (students write a few figures or words, rarely more).

In the section which sets out its orientations, the History of Québec and Canada course clearly states what is expected of students in the form of seven main objectives which are called "educational objectives." "On completion of the History of Québec and Canada course, the pupil should," for example, "have developed intellectual skills that are useful in the historical approach; be aware of the need for, the principles behind, and the limitations of a historical analysis of social phenomena" and so on.[10] These objectives are further broken down into 15 terminal objectives which, in turn, are broken down into 47 intermediate objectives, much like a pyramid where, by logical progression, attainment of the objectives at the base leads to attainment of the objectives at the top. The main objectives students are required to attain are the educational objectives and, at the very least, the terminal objectives. The MEQ examination should evaluate attainment of these objectives in order to be consistent with the course. This is not the case at present as the examination essentially evaluates the objectives at the base of the pyramid, namely, the intermediate objectives. This situation is exacerbated by the fact that the questions on the compulsory examination generally involve simply remembering facts.

However, the memorization of historical facts should be only a minor aspect of student learning in history. It is clearly stated in the courses that students must be encouraged to develop intellectual and emotional skills that will enable them, for example, to establish links between past and present, grasp the relationships between facts of a different order and determine their relative importance, and understand on their own and communicate what they have understood, orally or in writing.

In this regard, it is deplorable that the MEQ neglects written expression in evaluating student attainment of objectives such as those mentioned above. Without eliminating all other types of questions, questions involving this form of expression, which requires that students reflect and organize their ideas, should be included in the examinations. This wish was expressed by a large number of individuals and organizations.

10. Ministère de l'Éducation, *History of Québec and Canada*, Secondary School Curriculum (Québec, 1983), p. 17.

Consequently, the Task Force recommends:

THAT the MEQ review the current guidelines for the preparation of the compulsory History of Québec and Canada examination so as to gradually introduce questions geared to measuring attainment of the main objectives of the course and the degree to which students have mastered expected skills.

THAT questions requiring students to express their thoughts in writing be gradually introduced in the compulsory History of Québec and Canada examination.

Furthermore, representatives of the anglophone community expressed their concern about the way the compulsory History of Québec and Canada examination is designed and translated. After examining the issue, the Task Force recognizes the importance of having members of the anglophone community participate in preparing and translating this examination in order to ensure that all students writing the examination across Québec be treated equally. The role currently played by the anglophone community is described below.

Examination questions are generally drafted in French and, occasionally, in English. Once prepared, the examination is submitted to a committee of eight teachers, including two anglophones. The committee's role is to validate the questions. Then, a specialist from the MEQ's Direction de la production en langue anglaise, who has attended all validation committee meetings, translates the examination with the assistance of two anglophone teachers. Linguistic revision of the English text is carried out by the Direction de la production en langue anglaise. The Director of this unit personally oversees the revision. The English version of the examination is then approved by a committee composed of two anglophone teachers who were part of the French-language validation committee and two other anglophone teachers who did not participate in any of the previous steps. By the end of the process, at least five anglophones, four of whom teach History of Québec and Canada, have participated in adapting the examination as regards the language, documents and illustrations used.

The Task Force is of the opinion that this process should maintained.

5. Knowledge of the History of Québec and Canada: Vocational Education in the Youth Sector

At present, to be admitted to a vocational education program, students must have earned credits for the Secondary IV courses in the language of instruction and mathematics. As well, following the implementation in 1995 of an experimental program to diversify the learning paths offered to young people in vocational education, students who have completed Secondary III, in some cases Secondary II, can enrol in a vocational education program if

they are 16 years of age. History is not a requirement nor does it subsequently appear in these students' timetables. In other words, the Secondary II course may well be the last history course taken by vocational education students. This says a lot about the quality of their historical, social and civic education.

The Commission for the Estates General on Education recently proposed that vocational education be made accessible after Secondary III, or even after Secondary II for semi-specialized trades.[11] Whatever the path chosen, the Task Force considers that students who choose vocational education must have an overall knowledge of the history of Québec and Canada and of the 20th century, since, like other students, they must receive social and civic education that will enable them to fulfil their duties and responsibilities as citizens.

In the vocational education sector, however, History of Québec and Canada I and II and Problems of the Contemporary World could be adapted or even merged. The same "educational objectives" could be pursued through a single course on the evolution of the working world and social conditions in various societies in different eras, a course that would explore topics more closely related to the interests of students in this sector.

Consequently, because students enrolled in vocational education should not be considered second-class citizens, the Task Force recommends:

> THAT the MEQ develop a history course adapted to vocational education students and prepare an examination, the passing of which would be compulsory.

This recommendation coincides with a proposal framed by the task force on vocational and technical education in its recent report: "the vocational education system should therefore give young people the option to further their general education and obtain a 'two-in-one' diploma that would both mark the end of their secondary studies and the successful completion of a vocational education program."[12]

6. Knowledge of the History of Québec and Canada: General Education for Adults

Unlike their counterparts in the youth sector, students enrolled in the adult sector are not required to take the History of Québec and Canada course and pass the examination. In the adult sector, the current requirements for obtaining a secondary school diploma relate to the language of instruction, the second language, and a block of optional courses totalling 36 credits. The

11. Commission for the Estates General on Education, *The State of Education in Québec*, p. 78.
12. Ministère de l'Éducation, *La formation professionnelle chez les jeunes: un défi à relever* (Québec, 1995), p.37.

latter may include vocational education courses, but no history courses. This means that students in this sector, many of whom are between 16 and 20 years of age, may obtain a secondary school diploma and enter college without having attained the "educational objectives" of the compulsory History of Québec and Canada course.

In this regard, the Task Force learned that the number of students who thus obtained a diploma rose from 862 in 1992-1993 to 1 701 in 1993-1994 and 2 295 in 1994-1995. Other data indicate that only 3.57 percent of students enrolled in a history course in 1994-1995 and that only 0.71 percent of them obtained a mark. It is unclear whether this was a passing or failing mark.

Moreover, the MEQ still allows the History of Québec and Canada course to be replaced by two courses: The Amerindian Societies and Political Structures. After examining these courses and their objectives, the Task Force considers that they cannot be considered equivalent.

Consequently, because students enrolled in general education for adults should not be considered second-class citizens, the Task Force recommends:

> THAT students enrolled in general education for adults be required to take History of Québec and Canada I and II and pass the ministry examination, and that no equivalences be granted.

C. At the Elementary and Secondary Levels

This part of the report examines other aspects of history teaching at the elementary and secondary levels. The first section deals with the establishment of exit profiles and the following sections, with teaching resources, more specifically, textbooks, audiovisual materials and school libraries.

1. Exit Profiles

Certain briefs and discussions with their authors led the Task Force to wonder whether the teaching of history at present truly attains the targeted objectives. Do students leaving elementary school have the knowledge they will need to take the Secondary II General History course? Do students leaving secondary school and not pursuing further studies have sufficient historical knowledge and skills to take their place as full-fledged citizens in a democratic society? By the same token, do students planning to pursue college studies sufficiently master the temporal perspectives and basic methodological skills required by these studies? In other words, how do we know whether students have attained the objectives of the history courses?

In the last few years, several countries have come to the conclusion that defining objectives in terms of exit profiles for each key stage in their education system would help them better assess student attainment of these objectives (and better prepare the prerequisite teaching). One need only think of the *America 2000* project, recently adopted by the United States Congress, which stipulates that by the year 2000, students must show their skills in certain subjects, including history, at the end of 4th, 8th and 12th year of school, or England's *National Curriculum,* which has set attainment targets for history at the end of the 2nd, 6th and 9th year. In Ontario, the reform announced by the Royal Commission on Education leans in the same direction.

In Québec, the idea of establishing exit profiles was first proposed in *Moving Ahead* and *Preparing Our Youth for the 21st Century* and recently tabled again by the Commission for the Estates General on Education. The idea of exit profiles in history, at different stages in students' schooling, seemed excellent to the Task Force.[13] It feels exit profiles could be established without significantly calling into question the objectives of the current programs. Rather, the objectives could be more precisely defined in terms of expected learning at the end of each cycle in elementary school and at the end of secondary school.

Consequently, the Task Force recommends:

THAT exit profiles in history be established for each cycle of elementary school and for secondary school.

2. Textbooks

A number of briefs and public hearings drew the Task Force's attention to another difficulty: the availability of a textbook for each student.

Everyone agrees that textbooks are indispensable teaching resources and that it is important for students to each have a copy they can use throughout the school year not only in the classroom, but also at home. This is not the case for many students in Québec at present. In many schools, teachers have only one set of classroom textbooks which they rotate among several classes. One of the main repercussions of this situation is that the teacher cannot assign readings or exercises to be done at home because students do not have access to a textbook outside class hours. This situation is evidently not conducive to learning.

13. On the subject of exit profiles, see United States Department of Education, *America 2000: An Education Strategy;* Department of Education, *History in the National Curriculum;* Royal Commission on Learning, *For the Love of Learning — Report of the Royal Commission on Learning,* vol. II, *Learning: Our Vision for Schools.* See also Ministère de l'Éducation, *Moving Ahead* (Québec, 1993), p. 18-20; Conseil supérieur de l'éducation, *Des conditions pour faire avancer l'école,* Advice to the Minister of Education (Québec, 1994), p. 4-5; Task Force on Elementary and Secondary School Learning Profiles, *Preparing Our Youth for the 21st Century* (Québec, June 1994), p. 21-37; The Commission for the Estates General on Education, *The State of Education in Québec,* p. 44.

Consequently, the Task Force recommends:

THAT all students have a history textbook at their disposal for the entire school year so that they can take it home to do schoolwork.

It should be noted that every textbook must be approved by the Minister of Education before it can be used in Québec schools. Approval is granted only if the textbook meets certain criteria. There are currently 36 criteria for the approval of elementary-level social studies textbooks, 34 criteria for Secondary II General History textbooks, and 27 criteria for Secondary IV History of Québec and Canada textbooks.[14]

Some of these criteria are questionable at the very least. In fact, how can we ensure that historical maps are rigorously accurate in the Secondary IV textbook when the "indispensable map of electoral districts" (criterion 13) will inevitably be obsolete well before the textbook is no longer in use? Also questionable is the requirement to have a "substantial bibliography" in the Secondary IV textbook (criterion 29) when one knows the state of Québec's school libraries.[15]

In Québec, meeting these criteria is not the only responsibility incumbent on the authors of social studies and history textbooks. They must also satisfy the requirements of the Commission de toponymie and comply with complex rules concerning discriminatory elements and negative stereotypes. As if this were not enough, they must then submit the textbooks to the confessional committees of the Conseil supérieur de l'éducation for evaluation from the moral and religious standpoints. The Task Force wonders whether this last step in the approval process for social studies and history textbooks is relevant in this day and age.

The Task Force also observed that in places where there is no official system for approving textbooks and few selection criteria, such as in England, Italy, France, many American states and in some Canadian provinces, the textbooks are not of inferior quality. On the contrary, the authors seem to use more imagination and creativity in such a context. The textbooks are much more diversified than here and more likely to be tailored to students' varied needs. Both teachers and schools are able to judge the quality of the textbooks and make an appropriate selection.

Consequently, the Task Force recommends:

THAT the MEQ ease the criteria for the approval of history textbooks so as to give authors greater responsibility and creative leeway, within the broad orientations of the programs.

14. See Ministère de l'Éducation, *Le matériel didactique de base nécessaire à l'enseignement du programme de sciences humaines au primaire: devis*, Information document (Québec, July 1982); *Le matériel didactique de base nécessaire à l'enseignement du programme d'histoire générale — 2e secondaire, formation générale: devis*, Information document (Québec, April 1982); *Le matériel didactique de base nécessaire à l'enseignement de l'histoire du Québec et du Canada, 4e secondaire, formation générale et professionnelle: devis*, Information document (Québec, August 1982).

15. Ministère de l'Éducation, *Le matériel didactique de base nécessaire à l'enseignement de l'histoire du Québec et du Canada, 4e secondaire, formation générale et professionnelle: devis*, p. 57, 83.

3. Audiovisual Materials

No one questions the need to use a variety of educational materials in order to spark students' interest and support their learning. It is therefore important that teachers have ready access to well-designed audiovisual materials, which are indispensable teaching resource. However, to serve as a true educational tool, audiovisual materials must be adapted to students' needs and to the history courses. They must take into account recent historiography and new international realities. They must also be easy to integrate into the teaching/learning process.

Some people reminded the Task Force of the almost generalized obsolescence of existing audiovisual materials, the difficulties of using them in the classroom and the total lack of them for some parts of the courses.

Consequently, the Task Force recommends:

THAT, in keeping with its educational mission, Télé-Québec allocate the necessary financial resources to produce, in cooperation with teachers, audiovisual materials suitable for the teaching of history.

4. School Libraries

The committee set up by the MEQ in 1989 to assess school libraries' holdings from the standpoint of quality and quantity concluded that, in general, school libraries are in a sorry state.[16] The Task Force likewise deplores this situation, as school libraries play an essential supporting role in the teaching of history.

School libraries must provide an abundance of varied and high-quality materials in order to support the teaching of history. The Task Force considers it essential that school libraries give students access not only history books, but also to newspapers and periodicals that will allow them to develop an interest in national and international current events.

In conjunction with audiovisual departments, those in charge of school libraries should also formulate an acquisitions policy for CD-ROMs and educational videos covering history topics, of which there is a growing selection on the market.

16. Ministère de l'Éducation, *Les bibliothèques scolaires québécoises. Plus que jamais... Rapport du comité d'étude* (Québec, May 1989), p. 29. In this report, one reads, on page 31, "it is particularly with respect to research and reference materials that the holdings are deemed rather poor, both from a quantitative and qualitative standpoint...The encyclopedias are also in serious need of being brought up to date. Most of the encyclopedias in the secondary schools were acquired when the comprehensive high schools were built so that for many students in Québec, history stopped in the early 1970s."

Consequently, the Task Force recommends:

THAT school boards and private schools provide school libraries with historical works that are accessible to students, as well as novels and other historical literature, and give school libraries subscriptions to daily and weekly newspapers or magazines dealing, in particular, with international current events.

D. At the College Level

In the opinion of all concerned, one of the main problems at the college level stems from the fact that 75 percent of students do not take history.

1. All Programs Except Social Sciences

As no history course is compulsory for all students at the college level, the vast majority of technicians, physicians, engineers, journalists and artists who recently graduated or are about to graduate have not received or will not receive any historical or civic education other than the Secondary II General History course and the Secondary IV History of Québec and Canada course. Even students who plan to study in the social sciences in university sometimes take their complementary courses in the natural sciences, thereby foregoing history, and yet they go on to study law, administration and economics. Some of them will even become teachers.

The recent introduction of a compulsory history course in the social sciences program at the college level is no guarantee that students who will study in the social sciences in university will have taken a history course in college if they enrolled in a program other than the social sciences program. The Task Force is concerned about these young people's ability to understand events and to participate in society, especially since many will be called on to play a leadership role. College is their last real opportunity to round out their basic education.

According to the Institut d'histoire de l'Amérique française, it is in college that students should acquire "the intellectual skills and knowledge that constitute a basic education, and which are imparted through literature, philosophy and the sciences, or what is commonly called general culture."[17] The Canadian Jewish Congress, Québec Region, and the Association of Jewish Schools made the same point, noting that "the teaching of history, through its

17. Institut d'histoire de l'Amérique française, "L'enseignement de l'histoire: un projet de formation intégrale" (January 1996), p. 16.

interpretation of the past, contributes to the present and future attitudes of students with respect to the society in which they live, its values, its political system and its social institutions."[18]

The Task Force agrees that history is an essential part of general education at the college level, especially if it targets, as stipulated in the recent reform of common-core general education, "the appropriation of important elements of our heritage and culture."[19] History should therefore be included in the common-core general education component just as the language of instruction, literature, humanities and the second language are. The teaching of history alongside these disciplines would have positive spin-offs, since history would provide a frame of reference for them, just as it would for science and technical programs. Many topics of study, in physics or literature, for example, would benefit from a historical description of the social context in which they originated and evolved.

The common-core history course would differ from the secondary school history courses in that it would centre on the schools of thought and major issues of our times. Students would thus learn not only how the present evolved out of the past, but more importantly, how historical explanations are constructed. They would learn to assess such explanations and eventually to construct their own. Methodological aspects and, to some extent, historiographic aspects would therefore be important elements of the course.

Possible topics of study could include democracy, the major ideologies, rights and freedoms, values, the struggles for emancipation, cultural, scientific and technical changes, the status of women and of minorities, and the concepts of state, nation and citizen. To give students a good understanding of these topics, it is usually not necessary to go back further than the beginning of the Renaissance period, which coincides with the arrival of Europeans in America and therefore provides a natural opportunity to look at our history from a broader perspective. This would of course not preclude using relevant examples from as far back as the Middle Ages or Antiquity.

A course along these lines should place greater emphasis on the major issues and problems of our times than does the current History of Western Civilization course in the social sciences program. It should also encompass world history and non-Western societies. Furthermore, as the methodological and conceptual learning targeted by this course could not be achieved in 45 hours, the Task Force proposes that it be a 60-hour course, like the common-core humanities and language of instruction courses with which it would be associated. It further proposes that this course be entitled Historical Foundations of the Contemporary World.

This course should be included in students' timetable as soon as possible.

18. Canadian Jewish Congress, Québec Region, and the Association of Jewish Schools, "Mémoire présenté au Groupe de travail sur l'enseignement de l'histoire" (January 1996), p. 3.

19. Ministère de l'Éducation, *Formation générale. Des collèges pour le Québec du XXIe siècle* (Québec, 1995), p. 1.

Consequently, the Task Force recommends:

THAT a 60-hour history course entitled Historical Foundations of the Contemporary World be added to the common-core general education component of all college programs as of 1997-1998.

2. Social Sciences

The Historical Foundations of the Contemporary World course, once added to the common-core general education component, will to some extent overlap with the History of Western Civilization course that is currently compulsory in the social sciences program. This means that the specific needs of students wishing to pursue studies in the social sciences would not be fully met.

As a rule, a large number of students in the social sciences program go on to study in the social sciences in university (or in a related field) with a view to practising a profession in Québec. These students should therefore have extensive knowledge and understanding of Québec society, ideally from an evolutive and comparative perspective. This knowledge and understanding is best obtained by looking at society from a historical perspective.

First, students would look at world history in the Historical Foundations of the Contemporary World course in order to understand the framework in which the history of their own society takes place. Then, in a second course, starting from their own society this time, they could refer to this broader context to understand historical issues specific to their own society. Without this wider perspective, comprehension is impossible. How, for example, can students understand the Great Depression of the 1930s or World War II without placing them in their global setting? How can they study the women's movement without knowing about the struggles waged in England and elsewhere? How can they understand the current situation of immigration in Québec and Canada without comprehending current demographic phenomena around the world? After looking at how world history shaped their own society's history in the Historical Foundations of the Contemporary World, students could do the reverse, i.e., they could examine historical questions relevant to their own society and place them in their broader context. To stress this reversal of perspectives, the compulsory history course in the social sciences program could be entitled Québec, Canada and the World.

The Task Force points out, however, that any other course designed with the same spirit of openness to the world and with similar emphasis on looking at our society in perspective could also be chosen as the compulsory course. A course on the history of another civilization or on a whole range of social, political, economic or cultural issues would likewise fit the bill, provided it gave students the same opportunity to reflect on the major problems of our times and to acquire the same conceptual, historiographic and methodological learning.

Consequently, the Task Force recommends, on the one hand, and suggests, on the other:

> THAT a compulsory 45-hour history course be kept part of the program-specific component of the social sciences program and that this course be entitled Québec, Canada and the World. However, another course could be chosen, provided it targets the same educational objectives.

Furthermore, in the event that the Secondary V course entitled Problems of the Contemporary World is made compulsory, it would be necessary to modify the current college-level course entitled History of the 20th Century along the same lines as the above.

CHAPTER IV

TEACHER TRAINING

The fourth element of the Task Force's mandate was "to indicate which skills and qualifications should be required of history teachers."

This was one of the elements that received the most attention both in the briefs and at the public hearings. In fact, it was mentioned in approximately half the briefs. This is hardly surprising, given the vital role of teachers in the education process. However, it is somewhat surprising that the issue raised so much concern, often vividly expressed. This made the Task Force very sensitive to this question.

The concern is caused mainly by the large number of teachers who teach history at the elementary and secondary levels without the proper training, with insufficient training, or with training that dates back many years and has never been refreshed. The situation has been exacerbated by recent changes to the teacher training programs. For example, the bachelor's program in secondary school education now includes significantly fewer history courses than before. In the bachelor's program in elementary and preschool education, the historical component, already almost non-existent, has either been left to stagnate or reduced even further. At the college level, the issue of training in teaching methodology is the most salient, since the MEQ has abolished the requirement that college teachers be legally certified to teach.

Many of the problems in the area of history teaching are related to initial teacher training and are bound to become worse if reforms are not introduced. In the following sections, we will look at the situation in more detail.

A. At the Elementary Level

At the hearings, the Task Force members were struck by the low regard that many teachers seemed to have for history and social studies. This was reflected in the amount of time they devote to these subjects in the classroom. Teacher training is undoubtedly one of the causes of their lack of interest. How can people be enthusiastic at the idea of teaching a subject about which they know so little? How can they possibly be comfortable in such a situation?

In fact, many teachers now teach history courses without ever having studied the subject themselves. The only history studied by teachers trained under the old "teaching diploma" (*brevet*) system probably dates back to their own secondary school history courses, often some decades ago. The same may also be true of young graduates if they did not take history courses in college, because the education faculties of universities offer almost no histo-

ry training. In 1988 and 1989, for example, 61 percent of all prospective elementary school teachers at Université Laval had not taken any history at the college level.[1] Furthermore, their university program offered only one course that included some elements of history. This was a 3-credit course on the general physical and human environment, where history accounted for only one-fifth of the total content. The situation at the other universities was similar.

The recent reform of the elementary school teacher training program has done nothing to improve matters. At Université Laval, which is used here as an example, the program currently includes one course with specific social studies content, but it counts for only 2 credits. Closer examination of the syllabus reveals that history is taught for only four or five hours. It is true that most student teachers now take History of Western Civilization, one of the compulsory courses in the social sciences program in which most would-be teachers register at the college level. However, this course is hardly sufficient to gain the knowledge and understanding required to teach the historical content of the current elementary school social studies program, and even less so to address that content in the spirit of the reform proposed by the Task Force.

Consequently, the Task Force recommends:

THAT initial teacher training for elementary school teachers include:

- courses in the history of Québec and Canada totalling 6 credits, in which approximately one-quarter of the time would be spent on the nature of history (epistemology, methodology, elements of historiography). Some time should also be spent on the history of Native peoples;
- a 2-credit geography course;
- a 3-credit history and social studies didactics course.

THAT initial teacher training for elementary school teachers include a selection of "strongly recommended" courses on the cultural communities,[2] one or more non-Western civilizations and economics.

B. At the Secondary Level

Most of the briefs that touched on the qualifications of secondary school history teachers expressed concern about their often insufficient training. All but one brief proposed a substantial increase in this component. Some said that 90 credits of the initial teacher training program should be given over to history (the Société des études médiévales du Québec, the history department

1. Dollard Beaudoin, "La préparation des étudiants lors de leur entrée au baccalauréat en enseignement primaire: un état de la situation à l'Université Laval," in *L'enseignement des sciences humaines au primaire*, ed. Yves Lenoir and Mario Laforest (Sherbrooke: Éditions du CRP, 1991), p. 148.
2. In this respect, the Conseil supérieur de l'éducation has recently recommended that teacher training programs should include intercultural education activities, adapted particularly but not exclusively to the needs of teachers who will be working on the island of Montréal. Conseil supérieur de l'éducation, *La réussite à l'école montréalaise: une urgence pour la société québécoise* (Sainte-Foy, 1996), p.123.

of Université Laval), others were willing to accept a minimum of 45 credits (the history departments of the Université de Montréal and McGill University), but most suggested 60 credits, or the equivalent of a major.

This level of agreement is remarkable because it comes from such diverse standpoints. It is no surprise that university history professors tend to value the subject they teach. But many other organizations, including the Canadian Jewish Congress, Québec Region, the Association of Jewish Schools, the Conseil de la culture de Lanaudière, and even the Société des professeurs d'histoire du Québec, many of whose members have not themselves taken the equivalent of 60 credits in history, have no personal interest in expressing such an idea. Their concern only serves to underline the importance accorded to this question.

If so many of the briefs asked for an increase in the history component of teacher training, it was because the authors believed *a priori* in the principle that it is difficult to teach something you do not know or do not know adequately. This is particularly true of history, in view of the importance and complexity of the mandate schools give this discipline. As one brief said, "it is not sufficient for teachers to have knowledge or to have access to knowledge; they must master the relationship system with the past."[3] Another brief expressed the same idea in these terms: "When it comes to telling a story, it seems that anyone who has some kind of talent for storytelling can repeat what he or she heard. Yet, when it comes to training the mind through history, learning to relativize through history, learning to put things in perspective, it is not enough simply to have the knowledge; you must yourself have learned to think historically."[4]

The Task Force members were aware of this argument and kept it in mind when they examined the training and competency criteria for secondary school history teachers.

Many current teachers give secondary school history courses despite the fact that they have no training in the subject, or minimal training amounting to a handful of credits in history. The MEQ's 1988 evaluation of the History of Québec and Canada course revealed that 28 percent of the people teaching history had no relevant training, and 9 percent had taken only 30 credits in history.[5] Worse, 48 percent of the people teaching the General History course in 1988 — in other words, one teacher in two — had no university training in the subject.[6] Many of these people were probably assigned to teach the General History course so that they would have a full workload, since 23 percent spent only half their time teaching it, and 28 percent, a quar-

3. "Le sens du passé" (Brief submitted by the Department of History of Université Laval, December 22, 1995), p. 26. The same brief adds, on page 27, that "it appears to us to be unacceptable that the scientific training of future teachers is inferior to that of museum educators."

4. Claire Dolan, "Quelques réflexions sur l'enseignement de l'histoire au Québec" (January 5, 1996), p. 8.

5. Ministère de l'Éducation, *Rapport global, Évaluation des programmes d'études, Histoire Québec et Canada. Rapport partiel 3: Questionnaire aux enseignants* (Québec, August 1988), p. 5.

6. Ministère de l'Éducation, *Rapport global, Évaluation des programmes d'études. Histoire générale* (Québec, Spring 1988), p. 7.

ter of their time.[7] Although these data are now almost ten years old, there is nothing to suggest that the situation has improved.

Even with the best will in the world and a good deal of devotion — and neither are lacking — can teachers teach history and help their students achieve the educational objectives when they themselves have not been properly prepared? What kind of history teaching can we expect to see in the classroom? Final-year undergraduates in the secondary school history teacher training program raised these questions in their own way, in their brief, which contained a section entitled "Voyage in 'Absurdistan'." This says a great deal about what they observed in approximately one hundred classes.[8]

Secondary school teacher training is also primordial because the average age of current history teachers is fairly high. Sooner or later, they will have to be replaced by young graduates.

Until recently, most history teachers completed a bachelor's degree in education comprising a major in history (60 credits) and a minor in education (30 credits). Some completed a bachelor's degree in history (90 credits) followed by a certificate in secondary school education (30 credits). The recent reform of the bachelor's program in secondary school education has reduced the history component by 40 percent and increased the education component by 75 percent, as noted in the brief presented by the Institut d'histoire de l'Amérique française.[9] In some universities, the history component has been reduced to just 20 credits. In any case, the maximum number of history credits in the various teacher training programs is now 27. As observed by the author of one brief, these are generally introductory courses unlikely to develop "the intellectual skills associated with historical training."[10] The Université de Montréal seems to be an exception here. After attempting to introduce a teacher training program with 60 credits in history, which was not approved, it has had to make do with only 45 credits.

The Task Force came to the conclusion that the recent reform of the bachelor's program in secondary school education will not ensure quality history teaching and should therefore be reconsidered.

7. Ibid., p. 49.

8. Prospective history teachers in Université Laval's bachelor's degree in secondary school education, "L'enseignement de l'histoire au secondaire: former un corps professoral compétent pour nourrir la pensée critique du futur citoyen" (Québec, December 22, 1995), p. 2.

9. "L'enseignement de l'histoire: un projet global de formation générale" (Montréal, January 1996), p.18.

10. José E. Igartua, "Mémoire au Groupe de travail sur l'enseignement de l'histoire" (Université du Québec à Montréal, Department of History, n.d.), p .2. The brief states: "These are essential skills that can be acquired only through practice, and that must be developed in teachers so that they, in turn, can develop them in their secondary school students." The author, who took part in the implementation of the new bachelor's program in secondary school education at his university, believed that "the new training framework makes it impossible for teachers to acquire the training and skills needed to provide quality teaching in history" (p.1).

Consequently, the Task Force recommends:

THAT initial training programs for secondary school history teachers include courses in history and education counting respectively for 60 credits and 30 credits;

THAT the 60 credits for history courses cover, among others, the history of Québec and Canada; the history of Western civilization and at least one non-Western civilization; the history of the 20th century; methodology, historiography and epistemology.

THAT current secondary school history teachers who have no background in history or whose training is clearly insufficient be required to enrol for 30 university credits in history, which they should preferably complete within a period of two years and no more than five years.

C. At the College Level

The question of teacher training in history takes a different form at the college level. The results of a Task Force survey of college history teachers — a total of 68 responded to the questionnaire, which is considerable — suggest that almost all have some kind of background in history: 41 percent have a bachelor's degree, 43 percent a master's degree and 15 percent a doctorate. However, in view of the level of instruction and the complexity of the educational objectives in history at the college level, especially with regard to methodological learning, the Task Force feels that college history teachers must have some experience in research and writing and consequently, at least a master's degree.

However, during the survey, the Task Force members learned, to their astonishment, that 27 percent of college teachers have no pedagogical training, even though they devote part of their lives to teaching in an environment where, as we know, pedagogical problems are not rare. The Conseil supérieur de l'éducation recently denounced this situation and recommended that pedagogical training be made a requirement for college teachers.[11]

Moreover, the Task Force deplores the fact that the MEQ decided, in 1991, to abolish the requirement for college teachers to be legally certified. One of the effects of this is that universities now tend not to offer a certificate in education or suggest that students take courses in the bachelor's program in secondary school education.

11. In recent advice to the Minister, the Conseil pointed out that "college teachers were recruited on the basis of their knowledge of a discipline and often had no training in pedagogy or didactics as such. This is a major limitation." Further on, it adds: "The teaching function is so vital to students' success that we cannot be content to hire specialists in the various disciplines and think that we can later turn them into effective teachers." Conseil supérieur de l'éducation, *Des conditions de réussite au collégial. Réflexion à partir de points de vue étudiants* (Sainte-Foy, 1995), p. 90, 91.

The Task Force recommends:

THAT college history teachers be required to hold a master's degree in history.

THAT initial training programs for college history teachers include courses in pedagogy for a total of 30 credits, focusing on teaching and the didactics of history at the college level.

D. Professional Development

Because of the nature of history and the discipline's educational objectives, regular updating is required, as we noted earlier. This need is even more pressing if we consider the current composition of the teaching body. At the secondary level, a high percentage of the teachers have no background in history. The same applies to the elementary level, where the problem is compounded by the fact that a large number of teachers — nearly 40 percent — qualified under the old "teaching diploma" system.[12] The average age of the teaching body is fairly high, and often the last formal training received by a teacher dates back many years. At the secondary level, 35 percent of all teachers have more than 26 years of experience.[13]

Additional training for teachers is especially important when new programs are introduced. The results of the surveys conducted by the MEQ show that this aspect has been neglected in the past. For example, coordinators at the school board level and nearly half the teachers in the second cycle of elementary school received no training when the current program was introduced.[14] In the second cycle of secondary school, when the General History course was introduced, 29 percent of teachers found themselves in the same position, 40 percent thought the training given was unsatisfactory, and 60 percent said they had not been given sufficient time to prepare to teach the new course.[15] Another survey showed that the same thing happened when the History of Québec and Canada course was introduced.[16]

In such conditions, it is easy to understand why most teachers want more opportunities for professional development. In reality, however, it seems that both the opportunities and the means available are becoming increasingly scarce.

At the elementary and secondary levels, the number of social studies and history consultants is decreasing. When the positions are not simply abol-

12. Ministère de l'Éducation, *Évaluation des programmes. Sciences humaines. Primaire. Rapport*, p. 12.

13. Task Force on the Teaching of History, "Résultats d'une enquête relative à la formation et à l'expérience des professeurs d'histoire au secondaire et au collégial" (Fall 1995).

14. *Évaluation des programmes. Sciences humaines. Primaire. Rapport*, p. 14.

15. *Rapport global. Évaluation des programmes d'études. Histoire générale*, p. 7.

16. *Rapport global. Évaluation des programmes d'études. Histoire Québec et Canada*, p. 8.

ished, the people who hold them have so much to do[17] and so few resources that to ask them in addition to oversee and organize professional development sessions for teachers would be unrealistic. At the elementary level, for example, only 13 percent of social studies consultants had this as their main function in 1994, while 70 percent also held the same responsibility for the secondary level.[18]

Education consultants should spend most of their time on educational activities, information, coordination and professional development, especially if they have the proper training. This is unfortunately not always the case, since at the secondary level, only 42 percent of social studies consultants were trained in history,[19] and at the elementary level, 33 percent had no training at all in social studies, let alone history.[20]

The Task Force was also informed that, although professional development days provide an excellent means of delivering in-service training — at least in the opinion of more than 60 percent of second-cycle elementary school teachers[21] — they tend to be devoted less and less to school subjects. School boards, for their part, do not encourage their teaching staff to attend conferences or annual conventions such as the annual event organized by the Société des professeurs d'histoire du Québec.

Consequently, and since professional development is essential to good history teaching and its recovery, the Task Force recommends:

THAT school boards

- assign a history, geography and social studies consultant with sufficient training in history or geography, but preferably in history;
- assign, at the secondary level, a history consultant with sufficient training in history;
- ensure, in cooperation with the MEQ, that the implementation of programs is accompanied by professional development;
- facilitate attendance by teachers at conferences and conventions related to the teaching of history and participation in specialized professional development days;
- offer elementary school teachers professional development sessions on the history of women, the history of Native peoples, the cultural communities and ethnocentrism, particularly on specialized professional development days.

17. The jobs of a few education consultants are described in detail in some of the documents attached to the evaluation report for the social studies program in the second cycle of elementary school. In one school board, in the 1993-1994 school year, the social studies consultant was also responsible for arts, physical education, technological education, computer technology, family life education, school life, the library, audiovisual equipment and archives. Elsewhere, the consultant was required to oversee French (language of instruction), the school library, giftedness, teaching innovation, student motivation and the psychosocial realities of students.

18. *Évaluation des programmes. Sciences humaines. Primaire*, p. 7.

19. *Rapport global. Évaluation des programmes d'études. Histoire Québec et Canada*, p. 8, and *Rapport global. Évaluation des programmes d'études. Histoire générale*, p. 8.

20. *Évaluation des programmes. Sciences humaines. Primaire: Rapport*, p. 13.

21. Ibid, p. 12.

CHAPTER V

KNOWLEDGE OF HISTORY

Although the Task Force's mandate did not include proposing ways of increasing knowledge of history and, more broadly, of heritage among the general public as well as students, the members nevertheless addressed this issue, since history also exists outside the school. They felt it would be appropriate, first, to strengthen the links between schools and heritage organizations, and second, to create a mechanism responsible for coordinating the actions of individuals and organizations concerned with the dissemination of historical knowledge to the population as a whole.

A. A Link with Schools

Several people, in briefs or personal presentations, pointed out the importance of combining history teaching in schools with the educational activities offered by heritage organizations. They particularly emphasized the role to be played by museums in developing a taste for history among young people.

In recent years, Québec's museums have offered a number of educational activities and productions. Some even organize exhibitions on themes related to the elementary school social studies program or the secondary-level History of Québec and Canada course. As planned educational activities, visits to museums are certain to help enrich and consolidate the students' general culture. By "visualizing history," students approach the subject with more interest for and curiosity about their own identity and that of others, and in a better frame of mind for learning and understanding.

The initiatives of heritage organizations are not restricted to exhibitions and visits. Their mission of disseminating history also includes the production of materials (especially photographs of costumes, buildings and objects), the preparation of educational kits, and the creation of archeological circuits or history trails, which help enhance and diversify student awareness of history. However, these educational resources are not used to the full, because, in the opinion of the Task Force members, they are often not known to the education community. The Task Force members also thought that travelling expenses may be an obstacle to greater use of this resource.

Consequently, the Task Force recommends:

THAT the ministère de l'Éducation and the ministère de la Culture et des Communications create a program called Schools in Museums and Museums in Schools to provide students with opportunities for direct contact with history and heritage.[1]

B. Popular and Continuing Education

Knowledge of history and historical heritage should not be offered exclusively in schools, but should be made available to the population as a whole.

For example, recent adult immigrants could learn about the history of Québec's society by visiting heritage institutions, thus compensating to some extent for the lack of historical education offered in immigrant orientation and training centres.

For all citizens, the actions of the historical and heritage institutions and organizations and the actions of the ministries responsible for developing knowledge of Québec and Canadian history would be much more effective if they were coordinated.

To establish links between all groups involved in the dissemination of historical knowledge to the general public, the Task Force recommends:

THAT the Government of Québec create a Conseil du patrimoine et de l'histoire.

The new body could be responsible for developing a heritage and history policy.

1. The members have in mind a program similar to Writers in Schools or Artists in the School.

RECOMMENDATIONS

At the Elementary Level

THAT three hours per week be allotted on a compulsory basis to teach the program currently entitled Social Studies: History, Geography, Economic Activity and Culture during the first three years of elementary school, and five hours per week during the last three years of elementary school.

THAT the elementary school social studies program school be given a title that explicitly expresses its contents, for example, History, Geography and Study of Society.

THAT the History, Geography and Study of Society program set objectives and learning content for each year of elementary school.

THAT the History, Geography and Study of Society program give equitable coverage to Native communities, cultural communities and the anglophone community with respect to the role they have played in the history of Québec and Canada.

THAT the History, Geography and Study of Society program encourage students to learn about societies other than their own, past or present, through a comparative approach that would help them to perceive the full diversity and value of different cultures.

THAT the History, Geography and Study of Society program incorporate material on the life and culture of remarkable individuals without, however, reverting to the practice of mythicizing or glorifying them.

At the Secondary Level

THAT a history course be made compulsory in each year of secondary school and that it be allotted 100 hours of teaching time annually;

THAT the compulsory secondary school history courses be sequenced as follows:

Secondary I: General History I: Prehistory, Antiquity and the Middle Ages;

Secondary II: General History II: The Renaissance, the Modern Era and the Contemporary Period;

Secondary III: History of Québec and Canada I: From Amerindian Prehistory to 1791 or 1840;

Secondary IV: History of Québec and Canada II: From 1791 or 1840 to the Present;

Secondary V: Problems of the Contemporary World.

THAT the secondary school history program include the study of non-Western societies.

THAT the General History I and II and the History of Québec and Canada I and II courses give equitable coverage to Native peoples with respect to the role they have played in the history of Québec, Canada or America.

THAT the History of Québec and Canada I and II courses give equitable coverage to the cultural communities with respect to the role they have played in history.

THAT, within each secondary-level history course, teachers who wish to address topics in history that are related to local concerns and needs be allowed to use 20 percent of the allotted teaching time at their discretion.

THAT the MEQ review the current guidelines for the preparation of the compulsory History of Québec and Canada examination so as to gradually introduce questions geared to measuring attainment of the main objectives of the course and the degree to which students have mastered expected skills.

THAT questions requiring students to express their thoughts in writing be gradually introduced in the compulsory History of Québec and Canada examination.

THAT the MEQ develop a history course adapted to vocational education students and prepare an examination, the passing of which would be compulsory.

THAT students enrolled in general education for adults be required to take History of Québec and Canada I and II and pass the ministry examination, and that no equivalences be granted.

At the Elementary and Secondary Levels

THAT exit profiles in history be established for each cycle of elementary school and for secondary school.

THAT all students have a history textbook at their disposal for the entire school year so that they can take it home to do schoolwork.

THAT the MEQ ease the criteria for the approval of history textbooks so as to give authors greater responsibility and creative leeway, within the broad orientations of the programs.

THAT, in keeping with its educational mission, Télé-Québec allocate the necessary financial resources to produce, in cooperation with teachers, audiovisual materials suitable for the teaching of history.

THAT school boards and private schools provide school libraries with historical works that are accessible to students, as well as novels and other historical literature, and give school libraries subscriptions to daily and weekly newspapers or magazines dealing, in particular, with international current events.

At the College Level

THAT a 60-hour history course entitled Historical Foundations of the Contemporary World be added to the common-core general education component of all college programs as of 1997-1998.

THAT a compulsory 45-hour history course be kept part of the program-specific component of the social sciences program and that this course be entitled Québec, Canada and the World. However, another course could be chosen, provided it targets the same educational objectives.

Teacher Training

THAT initial teacher training for elementary school teachers include:

- courses in the history of Québec and Canada totalling 6 credits, in which approximately one-quarter of the time would be spent on the nature of history (epistemology, methodology, elements of historiography). Some time should also be spent on the history of Native peoples;
- a 2-credit geography course;
- a 3-credit history and social studies didactics course.

THAT initial teacher training for elementary school teachers include a selection of "strongly recommended" courses on the cultural communities, one or more non-Western civilizations and the economy.

THAT initial training programs for secondary school history teachers include courses in history and education counting respectively for 60 credits and 30 credits;

THAT the 60 credits for history courses cover, among others, the history of Québec and Canada; the history of Western civilization and at least one non-Western civilization; the history of the 20th century; methodology, historiography and epistemology.

THAT current secondary school history teachers who have no background in history or whose training is clearly insufficient be required to enrol for 30 university credits in history, which they should preferably complete within a period of two years and no more than five years.

THAT college history teachers be required to hold a master's degree in history.

THAT initial training programs for college history teachers include courses in pedagogy for a total of 30 credits, focusing on teaching and the didactics of history at the college level.

THAT school boards

- assign a history, geography and social studies consultant with sufficient training in history or geography, but preferably in history;
- assign, at the secondary level, a histoy consultant with sufficient training in history;
- ensure, in cooperation with the MEQ, that the implementation of programs is accompanied by professional development;
- facilitate attendance by teachers at conferences and conventions related to the teaching of history and participation in specialized professional development days;
- offer elementary school teachers professional development sessions on the history of women, the history of Native peoples, the cultural communities and ethnocentrism, particularly on specialized professional development days.

Knowledge of History

THAT the ministère de l'Éducation and the ministère de la Culture et des Communications create a program called Schools in Museums and Museums in Schools to provide students with opportunities for direct contact with history and heritage.

THAT the Government of Québec create a Conseil du patrimoine et de l'histoire.

APPENDIX 1

LIST OF INDIVIDUALS AND ORGANIZATIONS SUBMITTING BRIEFS

Individuals:

Berger, Gilles
Bernard, Jean-Pierre
Blondin, Denis
Bouvier, Félix
Dolan, Claire
Dubé, Philippe
Harvey, Guy
Hébert, Michel
Igartua, José E.
Lamonde, Yvan
Lefebvre, André
Marquis, Pierre
Matte, Normand
Rivard, Georges
Roy, Marcel
Ruel, Vincent
Saint-Pierre, Marlène
Soucy, Claire
Tembeck, Iro Valasbakis
Vincent, Sylvie

Organizations:

Association des professeures et des professeurs d'histoire des collèges du Québec

Canadian Jewish Congress, Québec region, and the Association of Jewish Schools

Center for Research-Action on Race Relations

Centre d'éducation interculturelle et de compréhension internationale

Chinese Family Service of Greater Montreal

Collège Sainte-Marcelline

Comité de la Fête des Patriotes Saint-Charles et Saint-Denis Inc.

Commission de la capitale nationale du Québec

Commission des biens culturels du Québec

Conseil de la culture de Lanaudière

Conseil de l'unité des Noires et des Noirs du Québec

Conseil des monuments et sites du Québec

Conseil National des Citoyens et Citoyennes d'Origine Haïtienne

Conseil Patriotique du Québec

Coordination à la condition féminine, ministère de l'Éducation

Department of Geography, Université du Québec à Montréal

Department of History, Université de Montréal and Department of History, McGill University

Department of History, Université Laval

Fondation du patrimoine de l'Amérique française

Groupe des responsables en sciences humaines

Institut d'histoire de l'Amérique française

Maison d'Afrique

Musée de la civilisation

Prospective history teachers in the bachelor's program in secondary school education, Université Laval

Provincial Association of Social Studies Teachers (of Quebec)

Regroupement des Musées d'histoire de Montréal

Responsables du dossier des sciences humaines au primaire des régions Québec — Chaudière-Appalaches

Social studies teachers (elementary and secondary) from the Mauricie — Bois-Francs region

Société des études médiévales du Québec

Société des professeurs de géographie du Québec

Société des professeurs d'histoire du Québec

Société Saint-Jean-Baptiste de Montréal

Students in the certificate program in college education, Université Laval

APPENDIX 2

LIST OF INDIVIDUALS AND ORGANIZATIONS PARTICIPATING IN THE PUBLIC HEARINGS

Individuals:

Bernard, Jean-Pierre
Dolan, Claire
Hébert, Michel
Igartua, Jose E.
Lefebvre, André
Matte, Normand
Ruel, Vincent
Soucy, Claire

Organizations:

Association des professeures et des professeurs d'histoire des collèges du Québec

Canadian Jewish Congress, Québec region, and the Association of Jewish Schools

Center for Research-Action on Race Relations

Chinese Family Service of Greater Montreal

Collège Sainte-Marcelline

Commission de la capitale nationale du Québec

Conseil de la culture de Lanaudière

Conseil de l'Unité des Noires et des Noirs du Québec

Conseil National des Citoyens et Citoyennes d'Origine Haïtienne

Department of Geography, Université du Québec à Montréal

Department of History, Université de Montréal and Department of History, McGill University

Department of History, Université Laval

Groupe des responsables en sciences humaines

Institut d'histoire de l'Amérique française

Musée de la civilisation

Prospective history teachers in the bachelor's program in secondary school education, Université Laval

Provincial Association of Social Studies Teachers (of Quebec)

Regroupement des Musées d'histoire de Montréal

Responsables du dossier des sciences humaines au primaire des régions Québec — Chaudière-Appalaches

Société d'études médiévales du Québec

Société des professeurs de géographie du Québec

Société des professeurs d'histoire du Québec

Société Saint-Jean-Baptiste de Montréal

Students in the certificate program in college education, Université Laval

Éducation
Québec